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ABSTRACT

A model utilizing the concepts "effectiveness" and "acceptability" was the basis for analyzing reading programs in 120 Atlanta elementary schools during 1970-71. Gain rate of effectiveness and level of acceptability were based upon six factors influencing student achievement--pupils' entry knowledge, families' economic level, pupil attendance, class size, school enrollment stability, and extent of student failure--which together, accounted for approximately 91% of the variance of actual from predicted achievement. Analysis of data prompted these conclusions, among others: (a) approximately one-sixth of the school reading programs performed in an effective and acceptable manner, although approximately two-thirds performed in an effective manner (actual exceeding predicted gains), and approximately one-fifth performed acceptably (exceeding national reading norms); (b) approximately one-third of the school programs were judged neither effective nor acceptable; and (c) compensatory funds were spent in a negative relationship to the pupils' level of performance. (Accompanying the report are 120 pages of supporting tables.) (Author/RD)

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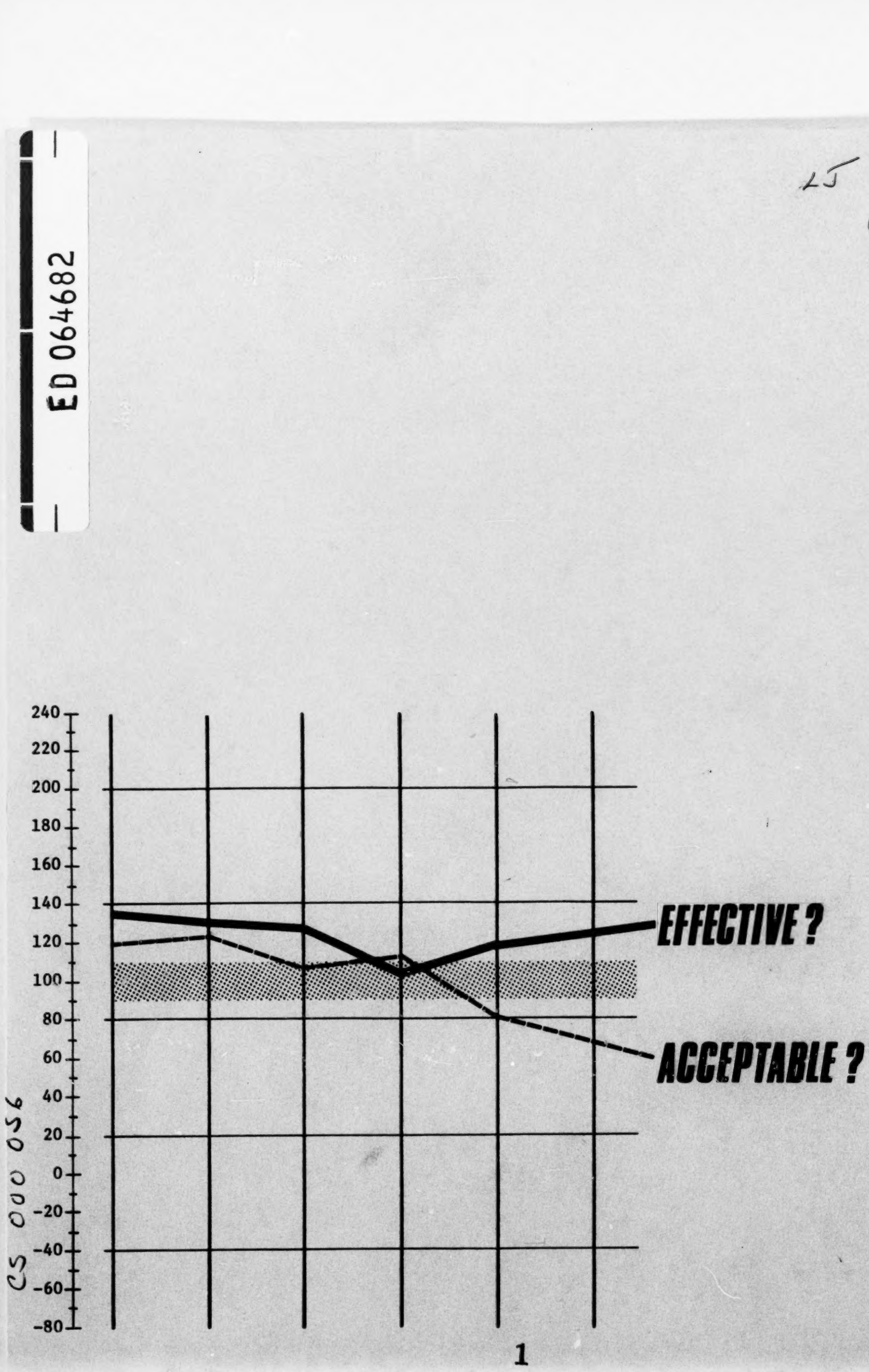

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E F F E C T I V E ?

A C C E P T A B L E ?

PROFILES OF EFFECTIVENESS AND ACCEPTABILITY OF THE READING PROGRAM IN THE ATLANTA ELEMENTARY SCHOOLS

1970-71

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
EFFECTIVENESS, ACCEPTABILITY, AND USE OF COMPENSATORY FUNDS	
Effectiveness and Acceptability	2
Compensatory Funds	7
ANALYSIS OF THE EFFECTIVENESS AND ACCEPTABILITY OF PUPIL PERFORMANCE	8
Group I -- Effective and Acceptable Programs	14
Group II -- Effective But Not Acceptable Programs	17
Group III -- Neither Effective Nor Acceptable Programs	21
Group IV -- Acceptable But Not Effective Programs	24
CONCLUSIONS	25
RECOMMENDATIONS	27
APPENDIX	

LIST OF CHARTS

Number		Page
1	PERFORMANCE OF ATLANTA ELEMENTARY SCHOOLS GAIN RATE OF EFFECTIVENESS	10
2	PERFORMANCE OF ATLANTA ELEMENTARY SCHOOLS INDEX OF ACCEPTABILITY	12
3	RELATIONSHIP OF THE INDICES OF EFFECTIVENESS (E) AND ACCEPTABILITY (A) BY SCHOOLS	15

LIST OF TABLES

Number		Page
1	MEASURES OF CENTRAL TENDENCY	9
2	MEASURES OF DISPERSION	11
3	PERFORMANCE OF SCHOOLS BY CLASSIFICATION OF EFFECTIVENESS AND ACCEPTABILITY	13
4	GROUP I -- EFFECTIVE AND ACCEPTABLE SCHOOLS (GROUP DATA)	15
5	GROUP I -- EFFECTIVE AND ACCEPTABLE INDIVIDUAL SCHOOLS	16
6	GROUP II -- EFFECTIVE BUT NOT ACCEPTABLE SCHOOLS (GROUP DATA)	18
7	GROUP II -- EFFECTIVE BUT NOT ACCEPTABLE INDIVIDUAL SCHOOLS	18
8	GROUP III -- NEITHER EFFECTIVE NOR ACCEPTABLE SCHOOLS (GROUP DATA)	22
9	GROUP III -- NEITHER EFFECTIVE NOR ACCEPTABLE INDIVIDUAL SCHOOLS	22
10	GROUP IV -- ACCEPTABLE BUT NOT EFFECTIVE INDIVIDUAL SCHOOLS	25

I. INTRODUCTION

The success of a program in accomplishing its objectives can be described in terms of two concepts; namely, effectiveness and acceptability. Effectiveness emphasizes the degree to which the predicted results are attained; and acceptability, the extent to which the goal-level of performance is reached. Identification of indices to quantify and to operationalize these two concepts is not always a simple task. Particularly this is true in describing the cause and effect relationships of pupil achievement. Many factors influence this complex process.

In an effort to present the degree of success achieved in reading programs during 1970-71 in the the various elementary schools of the Atlanta Public School System, a model has been developed which combines the influence of several factors on achievement. The gain rate of effectiveness and the level of acceptability are the two indices used in this model. Dr. Warren G. Findley, Professor of Education and Psychology, University of Georgia, characterized this initital effort as follows:

> The model ... is essentially sound. The notation of taking into account the six factors influencing final achievement by use of a regression model is most promising. The fact that use of step-wise regression indicated that statistically significant information was provided by adding each of the six factors to the others in turn, and that in combination these factors accounted for 91 per cent of the total variance of the reading scores, testifies to the appropriateness of the approach.

In order to describe more explicitly the success of the various programs, the effects of compensatory funds also were examined. The emphasis in this examination was to determine whether or not the use of funds in addition to those of the local general budget made any difference in the effectiveness and acceptability of the respective local programs.

Finally, refinement of the model described in this publication is anticipated. Feedback from the local schools will serve as a basis to identify additional factors which might appropriately be incorporated.

II. EFFECTIVENESS, ACCEPTABILITY, AND USE OF COMPENSATORY FUNDS

Effectiveness and Acceptability

The ability to read well and to understand what has been read generally is considered to be an important skill for further learning in school, for success on the job, and for assuming the responsibilities of citizenship. Accordingly, much has been said in recent years about each pupil's "Right to Read" and whether or not "Johnny Can Read" after having attended the public schools. Therefore, a primary objective of most school systems is to teach their pupils to read well. Consequently, school personnel ordinarily are expected to see that their pupils can read effectively.

The processes of determining how well and at what level pupils are achieving are complex. Possibly, equally as complex is describing these processes in an adequate and representative manner. However, recording and discussing achievement can be somewhat simplified when (1) the data are regarded as gross and not as refined measures, (2) patterns and trends are sought within a school as well as among schools which have similar characteristics, (3) changes and differences are viewed as being relative, (4) emphasis is given to gains made during a given period of time, and (5) analysis is made over a period of years in order to determine the longitudinal pattern which is being developed within the school. The more detailed and more specific identification of the causes for variations in achievement lies primarily within the realm of the local school and its faculty and not at the city-wide level. The local school staff has the capability and data sufficient to examine instructional situations, individual pupil differences, and other factors -- some of which are difficult to quantify. In other words, more extensive data are available at the local level to describe the influences on achievement of three very important factors: (1) entry knowledge and skills which the pupils bring to the instructional situation, (2) their attitude toward and their interest in school, and (3) the instructional processes and personal characteristics introduced by the teachers.

The challenge to present realistic and significant data concerning pupil achievement is not lessened by the complexity of the situation. The approach

taken concerning reading performance during 1970-71 focuses on two very important dimensions of the instructional situation: (1) How effective was the instructional situation during the six-month period between the pretest and posttest of the *Metropolitan Achievement Tests*? and (2) To what degree was the acceptable level of achievement attained? The index used to represent relative effectiveness is defined as the gain-rate of effectiveness; the index selected to establish acceptable performance is the national norm for the seventh month of the grade in question. The meaning and interpretation of each of these indices are subsequently discussed.

Some pupils have more difficulties in learning to read than others. Frequently, this lack of achievement has been attributed to various causes, such as one or more of the following factors: (1) inadequate previous academic preparation; (2) disadvantaged or deprived family background; (3) frequent moving from school to school; (4) excessive absenses from school; (5) large classes, providing little individualized instruction; and (6) the negative effect on achievement of having many pupils who fail in a grade or in a school. It is true that these factors do influence achievement in reading. As a matter of fact, a statistical study (using a linear, step-wise multiple regression analysis) revealed that approximately 91 per cent of the variance in reading achievement of the Atlanta pupils in grades 2 through 7 during the 1970-71 school year could have been predicted by using the composite influence of the six factors cited here. Nevertheless, while this statement was true of the school system as a whole (and some of these factors influenced reading scores more than others), still substantial variations in reading achievement were found in individual schools to result from the operation of factors other than the six factors listed here. Accordingly, in some individual grades and schools that were predicted to do poorly in reading, the pupils have done much better than predicted, while in other individual grades and schools the opposite has been the case. These variations in reading achievement have been revealed by a statistical formula which accounts for the six variables listed here and which predicts a rate of gain based on the influence of the six factors. Therefore, a rate of gain greater than or less than the predicted rate of

gain logically can be attributed to positive or negative factors other than the six which have been accounted for in the formula.

Specifically, the index of the gain-rate of effectiveness was based on the linear, step-wise regression formula which included: prior academic achievement as determined by a pretest, a socio-economic level of the pupils as indicated by the per cent of paid lunches, the stability of the pupils in school as measured by the degree that the pupils remained at a school and did not move in and out of it, the per cent of attendance, the teacher-pupil ratio, and the per cent of pupils who passed. This formula was applied to data on the pupils of each grade level (grades 2 through 7) in each elementary school, using the grade's performance on the posttest (*Metropolitan Achievement Tests*) as the dependent (or predicted) variable and the six factors in the formula as the independent variables which influence pupil achievement. The values of the independent variables for each grade were substituted into the equation, and a predicted performance level for each grade was determined. The predicted performance thus calculated was compared with the actual performance of the pupils on each grade level in each elementary school during the 1970-71 school year. Thus, a ratio of the actual gain as compared to the predicted gain was calculated and was described as the gain-rate of effectiveness in reading. Accordingly, a gain-rate of 100 indicates that the actual gain equalled the predicted gain as calculated by the regression equation. Likewise, a gain-rate greater than 100 indicates that the gain-rate exceeded what was predicted by the formula. Similarly, a gain-rate less than 100 indicates that the gain was less than that predicted by the formula. After the gain-rate of effectiveness had been calculated for each grade in a school, then an average gain-rate of effectiveness in reading was calculated for the school itself. Hence, the gain-rate of effectiveness represents the relative degree that the grade or school coped with the six factors and their influence on achievement. The relative relationship is among Atlanta teachers and among Atlanta schools. The gain-rate, in other words, is a profile of the relative effectiveness of the instructional situation in which the influence of the six factors has been more or less equalized.

The second dimension of pupil achievement in reading on which emphasis is placed, in order to describe what happened during 1970-71, is the degree of attaining an acceptable level of performance. The seventh month (the

time of the posttest) of each grade level has been selected as the acceptable level of achievement. In the case of the national norm, as in the case of the gain-rate of effectiveness, the data represent an average or typical level of performance. Neither of these indices means that all of the pupils of a given grade were performing at the stated level. The data show the central tendency of performance for the groups in question.

A relationship between the level of achievement on the posttest and the national norm was established in order to represent the degree to which a school, or a grade, had attained the acceptable grade equivalent or level of performance. This relationship or index is expressed as a ratio of the actual level to the acceptable level. If the two were the same, the ratio would be 100. If the actual were one-half of the acceptable, the index would be 50. If the actual were twice the acceptable, the index would be 200. More specifically, if the posttest grade equivalent of the sixth grade of a school were 7.4 (meaning fourth month of the seventh grade), the index of acceptability would be 110; whereas, if the actual level of performance were 5.4 (meaning the fourth month of the fifth grade), the index would be 81.

Furthermore, attention is given to the grossness of the data, to the approximation of achievement which the data represent, and to the establishment of a band of acceptable or similar performance. For this particular analysis of the two indices (gain-rate of effectiveness and index of acceptability) a range from 90 to 110 (or 100 minus 10 to 100 plus 10) is selected as representing (1) a performance in accordance with the prediction and (2) an achievement level which meets the acceptable degree of attainment.

An analysis of the effectiveness of the instructional program and of the acceptability of the level of achievement can best be shown by examining the data of each individual school. The necessary information is subsequently given, without interpretation, in graphic and numeric form. The solid line in the graph represents the gain-rate of effectiveness; the dotted line, the index of acceptability. Immediately below each grid for a grade are the corresponding data, consisting of (1) the number of months gained during the six-month period in question and (2) the grade level attained. Finally, as

the data of each school are examined, conclusions can be drawn concerning patterns or trends which relate to the following questions:

1. Was the program, either by the total school or by the different grades:
   a. Effective or ineffective, very effective or very ineffective?
   b. Operated at an acceptable or an unacceptable level, at a very acceptable or a very unacceptable level?
2. Was the performance by grades rather uniform or were there noticeable deviations in certain grades?
3. Does there seem to be developing an improved situation at the primary-grade level which if continued through the upper grades, would probably result, at least, in an acceptable level of performance?
4. Was the level of performance similar to that of the system-wide level?
5. Are the current efforts overcoming the deficiences? In other words, is the index of the gain-rate of effectiveness sufficiently higher than 110 and significantly higher than the index of acceptability so that the resulting effects over a period of years will raise the level of performance to an acceptable level?

The data should be interpreted carefully. Emphasis should be placed on noting those schools which were consistently high or low across grade levels. Most schools had grades 2 through 7; however, some schools did not have grades 6 and 7. In some other instances data were not available, and in still other instances data were erroneous and, therefore, were not included. Accordingly, dashes have been substituted for each of these cases. Furthermore, account should be taken of where fluctuations existed within a school, as was the case in some schools, which had scores greatly exceeding the 90 to 110 range for some grade levels and scores falling well below the 90 to 110 range for others. Moreover, it should be noted that the performance levels were only approximate figures, since they had been obtained by standardized tests. Accordingly, some deviations from these might exist without any real cause for alarm.

Nevertheless, a close examination of the data will indicate that some grades in some schools and some individual schools did much better (or much worse) than predicted. The patterns and trends in performance among schools, as well as within schools, can provide clues for further diagnosing the causes for the particular results. Potentially, this kind of information can be quite useful in (1) indicating where justified pride and commendations are in order for achievement better than reasonably could have been predicted under the circumstances or (2) indicating where additional attention and efforts should be expended to raise the pupils' achievement levels in reading. Hopefully, therefore, the data can be used by principals and teachers for making self-evaluations which will focus their efforts where most needed to improve the reading performance of the pupils.

Finally, an objective for each school and for the entire school system is the operation of an effective program which meets the acceptable level of performance in the complex process of improving achievement.

Compensatory Funds

The use of compensatory funds has increased since 1965, the year in which the Elementary and Secondary Education Act (ESEA) was passed. The Federal Government has been the main source of these funds, although lesser amounts have come from local and state sources and from private foundations.

Compensatory funds have, in general, been in the form of categorical aid -- for special purposes and for pupils who possess certain characteristics. Emphases have been placed on providing additional funds for pupils who have relatively severe educational deficits; who come from impoverished environments; or who have the potential for becoming mentally, physically, or economically handicapped. Because of delimitations such as these, all Atlanta schools have not shared in these funds. Chiefly those schools which have high incidences of educational deficits among their pupils have been the target schools. Certain limited funds have been available, however, for innovative and exemplary programs in the other types of schools. The unit of measurement of the amount of compensatory funds received is the amount per

pupil in average daily attendance. This unit also has been related to effectiveness by determining the cost of one unit of effectiveness per pupil in average daily attendance.

III. ANALYSIS OF THE EFFECTIVENESS AND ACCEPTABILITY OF PUPIL PERFORMANCE

A profile of effectiveness and acceptability of the reading program, 1970-71, is given in the Appendix for each elementary school.

The analysis of pupil performance in reading during 1970-71 has focused on three factors: effectiveness, acceptability, and cost per unit of effectiveness. The relationships concerning effectiveness and acceptability will be discussed first and will feature the measures of central tendency and dispersion; that is, the manner in which the schools group, cluster, and spread over the possible range of performance. Following this discussion, attention will be directed to the relationship between the effectiveness of the program and the total cost of each school's compensatory programs based on the number of pupils in average daily attendance. In other words, an effort will be made to describe the influence of additional funds on effectiveness and to determine whether or not the use of additional funds resulted in improved performance.

The cost of compensatory programs used in this analysis is the cost of the various types of programs; however, the data are related to the reading program because the improvement of the achievement of pupils in the communication skills is by far the one major activity for which the greatest amount of funds has been spent.

The analysis of the gain rate of effectiveness (E) for the 120 elementary schools included in the 1970-71 evaluation begins with the table of measures of central tendencies. This table shows that the average (the mean value) gain rate was 101. The median, the value of E which divides the distribution in half, was 100. Thus, 50 per cent of the schools had a gain rate of effectiveness of less than 100, and 50 per cent

had a gain rate of effectiveness of more than 100. The most frequently occurring rates among the schools ranged from 82 to 105, the incidence of each being indicated in the "modal values" section of Table 1.

TABLE 1

MEASURES OF CENTRAL TENDENCY

	E		A	
Mean:	101		77	
Median:	100		72	
	Value of E	No. of Schools	Value of A	No. of Schools
Modal Values:	105	5	73	8
	95	4	69	7
	87	4	65	8
	82	4		

Chart 1, which is given on the following page, provides a visual image of the actual dispersion and clustering of the gain rates of effectiveness throughout the school system (also see Table 2). The dispersion is substantially symmetrical with small differences among the mean, median, and mode. About one-half of the rates fall on each side of these measures of central tendency. The values of E were spread out rather uniformly on each side of the average, which lies at the border dividing two classes, 88-99 and 100-119. There was, however, a high degree of dispersion. The values of E were not clustered tightly around the mean. The standard deviation was 36. This is the most commonly used single-valued measure of dispersion, and it measures the total deviation of the E-values from the average for the school system in terms of the value itself. Thus, individual schools generally deviated from the overall average by 36 points, more than one-third of the size of the average gain rate (101).

CHART 1

PERFORMANCE OF ATLANTA ELEMENTARY SCHOOLS

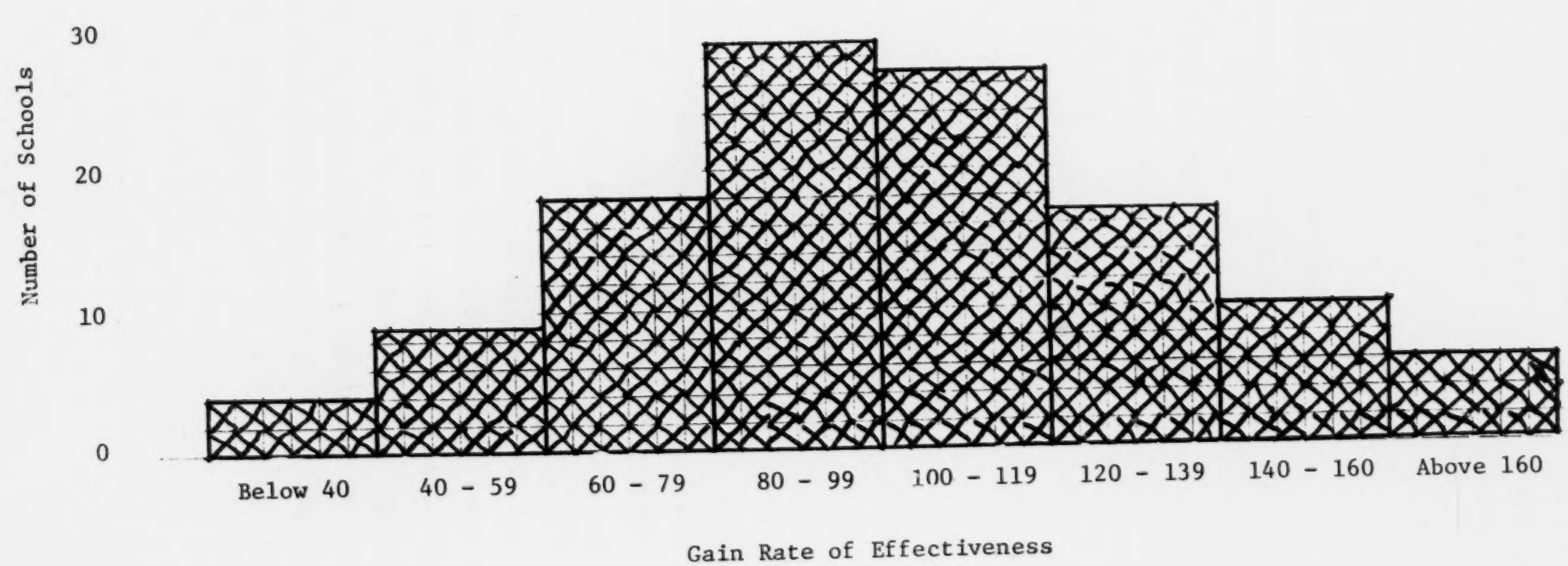


TABLE 2

MEASURES OF DISPERSION

	E	A
Standard Deviation	36	18
Quartile Ranges:		
First	14 - 78	54 - 65
Second	78 - 99	66 - 71
Third	100 - 122	72 - 84
Fourth	123 - 212	84 - 129

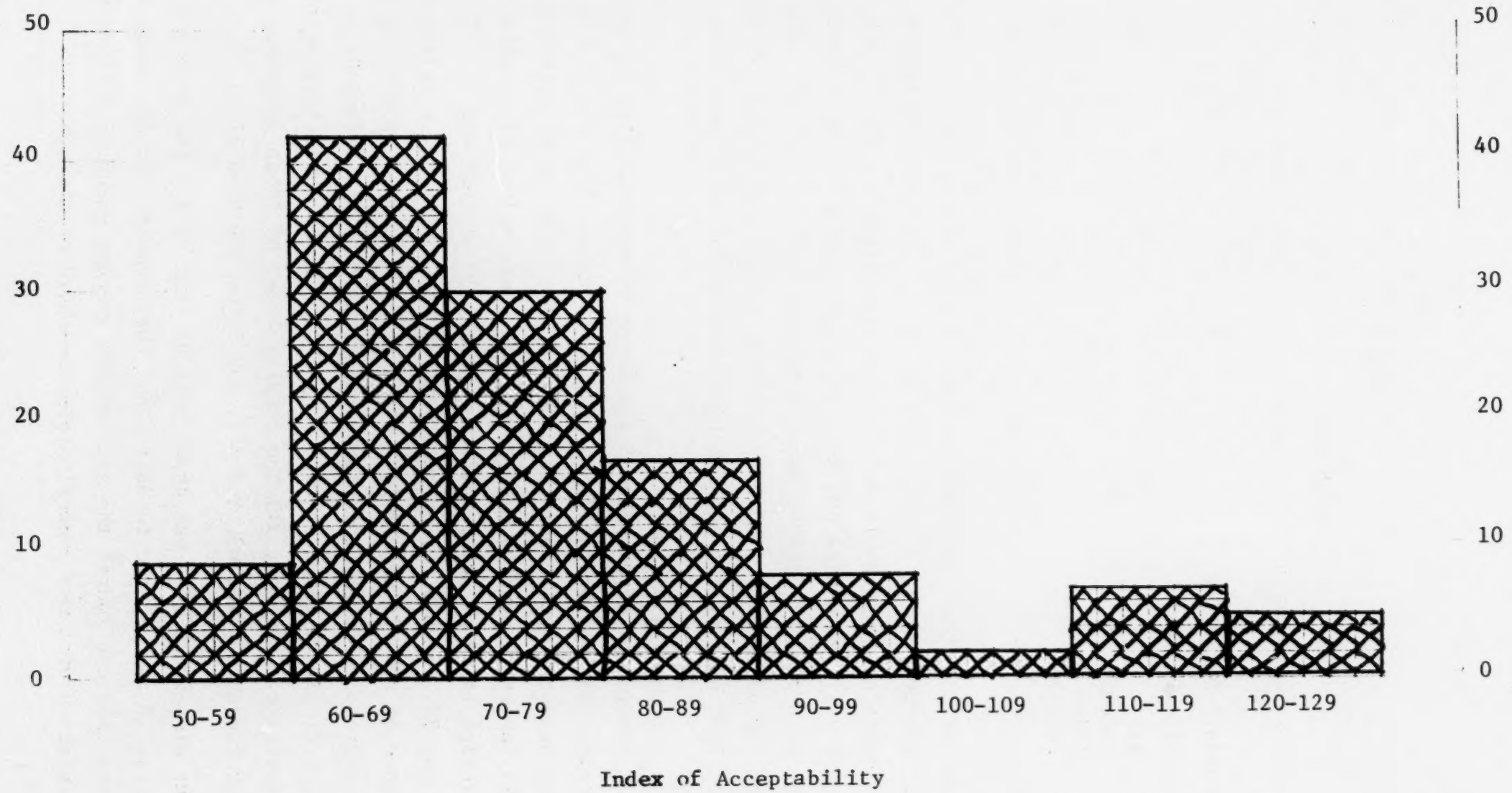
Another concept of dispersion which describes the profile of the pupils' performance in a useful way is the set of quartile ranges. The lower fourth of the schools had a value of E lying between 14 and 78: the lower half between 14 and 99. The upper fourth of the schools had an average gain rate of effectiveness lying between 123 and 212. The middle half of the dispersion (the interquartile range) was between 78 and 122, meaning that half of the schools performed at levels between these two values.

The profile of dispersion of the index of acceptability (A) was not as symmetrical as that of the index of effectiveness (E). The measures of central tendency were lower than those of the index of acceptability. The schools tended to cluster more toward the lower values of acceptability. The average index of acceptability for the 120 schools was 77. The median value was 72, which by lying below the average indicated a relatively large incidence of schools with below-average index values. Another aspect of this below-average group was the rightward skewness of the distribution as shown on Chart 2. There was a massing of schools in the lower-level values of acceptability. Further, all the modal values, or those occurring with the highest frequency (73, 63, and 65), lay below the mean (77).

The dispersion of A was about half of that of E. The standard deviation for A was 18 as compared to 36 for E. Furthermore, the deviation (18) of A was less than one-fourth the size of the average value (77) of A, whereas the deviation of E was approximately one-third of its mean.

CHART 2

PERFORMANCE OF ATLANTA ELEMENTARY SCHOOLS



This indicates a greater clustering of values about the average of A than was found in the distribution of E. The quartile ranges showed that the lowest 25 per cent of the schools had A values between 54 and 65, or a range of only 11 points, while the lower half of the schools fell between 54 and 72, a range of only 18 points. The top one-fourth of the schools had A values between 84 and 129, a range of 45 points, which was about four times the range of the lowest quartile. Hence, the A values were lower than the corresponding E values, and they clustered more about the lower values.

A certain amount of imprecision is inevitable in any statistical estimation. In recognition of this fact, the selected evaluative procedure was in terms of groups of prediction rather than in terms of specific levels of performance. A predicted rate of performance was established as a range, showing portions of the relative scale rather than a point on the scale. Thus, a school performed as predicted if its gain rate of effectiveness was within the range of 90 to 110. It also performed as predicted if its index of acceptability was between 90 and 110. Therefore, the performance of each school could be used to classify the school into one of four groups. The performance may have been either (1) effective and acceptable, (2) effective but not acceptable, (3) neither effective nor acceptable, or (4) acceptable but not effective. Based on these criteria, almost two-thirds of the schools (61 per cent or 73 schools) performed in an effective manner, and only a fifth of them (19 per cent or 22 schools) performed in an acceptable manner. The distribution of the four groups is given in Table 3.

TABLE 3

PERFORMANCE OF SCHOOLS BY CLASSIFICATION OF EFFECTIVENESS AND ACCEPTABILITY

Group	Classification	Number	Per Cent
I	Effective and acceptable	20	17
II	Effective but not acceptable	53	44
III	Neither effective nor acceptable	45	37
IV	Acceptable but not effective	2	2
	Total	120	100

Furthermore, the results of the performance of the schools have been plotted on Chart 3 (see next page) in which the horizontal (X) axis represents the index of acceptability, and the vertical (Y) axis represents the index of effectiveness. The four quadrants formed by these axes constitute the respective four groups. In other words, those schools which were effective and acceptable fall in Quadrant I; those which were effective but not acceptable fall in Quadrant II; those which were neither effective nor acceptable, in Quandrant III; and those which were acceptable but not effective, in Quadrant IV. A more detailed analysis of these four groups follows.

Group I -- Effective and Acceptable Programs

A school whose E value and A value exceeded 90 has been deemed to be both effective and acceptable. One-sixth of the schools (20) operated at this desirable level during the 1970-71 school year. The frequency distribution of schools in this group had the configuration shown in Table 4. The individual schools in this category have been listed in descending order of their gain rates of effectiveness in Table 5.

TABLE 4

GROUP I -- EFFECTIVE AND ACCEPTABLE SCHOOLS
(GROUP DATA)

	E	A
Mean	115	109
Median	119	111
Standard Deviation	15	12
Quartile Ranges:		
First	90 - 100	90 - 98
Second	101 - 118	98 - 110
Third	119 - 125	111 - 117
Fourth	126 - 145	118 - 129

CHART 3

RELATIONSHIP OF THE INDICES OF EFFECTIVENESS (E)
AND ACCEPTABILITY (A) BY SCHOOLS

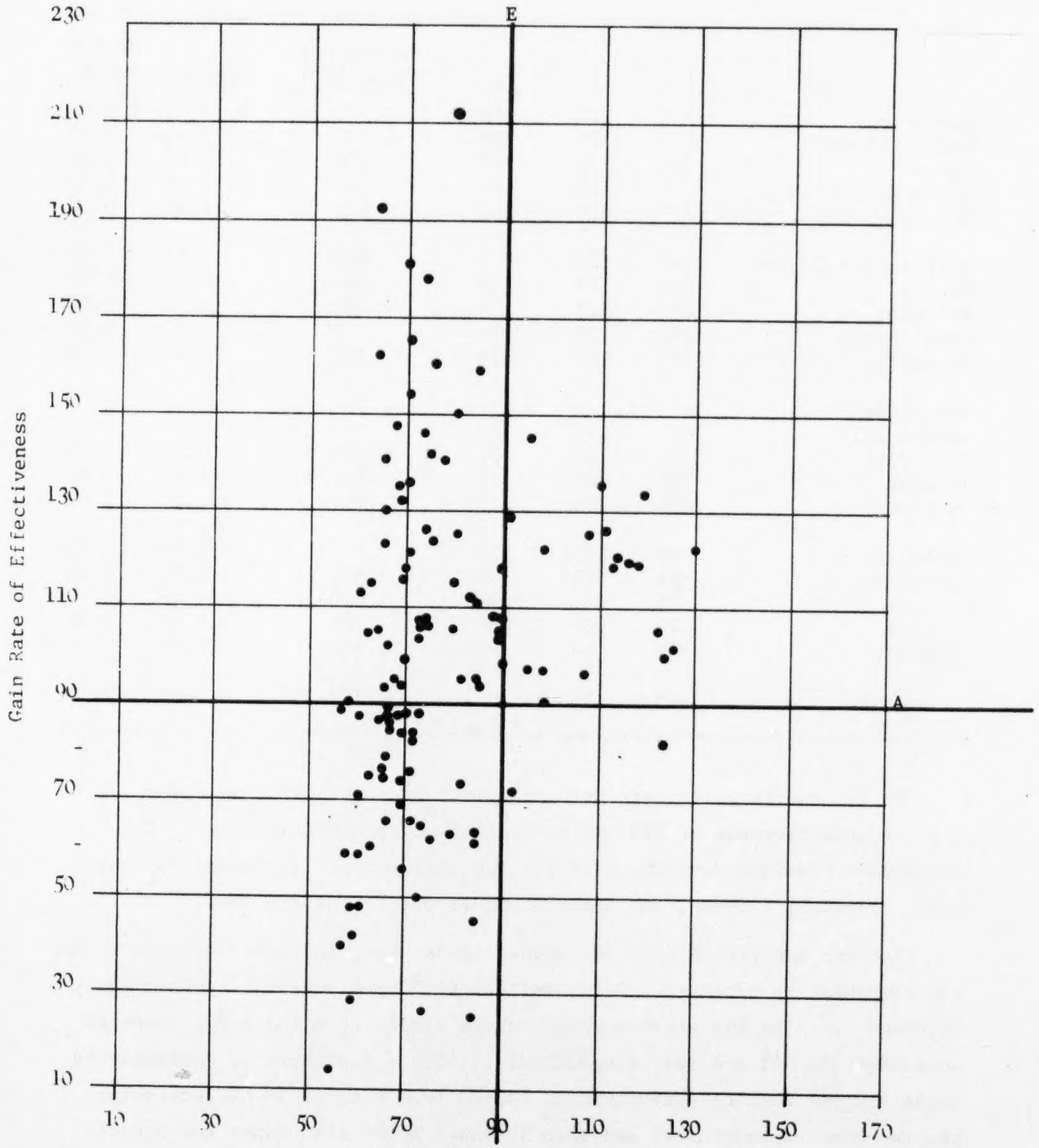


TABLE 5

GROUP I -- EFFECTIVE AND ACCEPTABLE INDIVIDUAL SCHOOLS

	ADA	E	A	Compensatory Funds (CF)	CF/ADA	CF/ADA Per E
Humphries	501	145	95	$ 1,575	$ 3.14	$ 0.02
Rock Springs	414	135	110	1,441	3.48	0.03
Tuxedo	269	133	119	450	1.67	0.01
Benteen	267	128	91	964	3.61	0.03
Spring	313	126	111	614	1.96	0.02
Continental Colony	480	125	107	392	0.82	0.01
Rivers	539	122	129	300	0.56	0.00
Ben Hill	830	122	98	2,084	2.51	0.02
Morningside	443	120	113	0	0.00	0.00
Mitchell	428	119	116	11,779	27.52	0.23
McClatchey	319	118	117	0	0.00	0.00
Garden Hill	415	118	113	48	0.12	0.00
Home Park	222	107	90	185	0.83	0.01
Brandon	354	105	122	450	1.27	0.01
Jackson	270	101	125	488	1.81	0.02
Smith, S. R.	302	100	124	0	0.00	0.00
Sylvan Hills	384	98	90	1,501	3.91	0.04
Cascade	415	97	98	20	0.05	0.00
Hope, R. L.	393	96	107	41	0.10	0.00
Kimberly	547	90	98	11,731	21.45	0.24
Average	405	115	109	$ 1,703	$ 4.20	$ 0.04

The 20 schools which were both effective and acceptable averaged a gain rate of effectiveness of 115 and a level of acceptability of 109. The respective standard deviations of the two indices were approximately the same, 15 and 12. Hence, the E and A values were about the same.

With two exceptions, the 20 schools spent about the same amount of money for compensatory programs. They averaged $4.20 per pupil in average daily attendance. (The two schools which varied widely from the group averaged approximately $21 and $28, respectively.) The expenditure of compensatory funds for one unit of effectiveness ranged from none to $0.04 (excluding the two high expenditures) and also averaged $0.04 with those two schools included. However, the modal expenditure was $0.00, and the median expenditure was $0.01.

An examination of the relationship among effectiveness, acceptability, and cost in these 20 Group I schools reveals that there was no significant correlation between any two of these three factors. In other words, there was no significant correlation between (1) the degree of effectiveness and the level of acceptability (correlation of .03), (2) the degree of effectiveness and the per-pupil cost of compensatory programs (correlation of .13), or (3) the level of acceptability and the per pupil cost of compensatory programs (correlation of -.09).

Hence, the value of any one of these three factors could not have been predicted by knowing either of the other two factors. However, the programs were effective, the pupils were performing at an acceptable level, and the cost of the compensatory programs was nil. (Note: The low cost was as expected.) All in all, these 20 schools had the most desirable results as far as the criteria of effectiveness, acceptability, and cost were concerned.

Group II -- Effective But Not Acceptable Programs

The 53 schools which fell into Group II made progress in improving the level of performance of their pupils (see Tables 6 and 7). These schools, which constituted 44 per cent of all the elementary schools, operated effective programs; but their pupils had not attained acceptable levels of performance. Their gain rates of effectiveness ranged from 90 to 212; their level of acceptability, from 57 to 89. The respective means of these two indices were 125 and 73. The E value (125) averaged 9 points higher than the corresponding E value for Group I, whereas the A value averaged 38 points lower than the corresponding value for Group I. Hence, the schools in Group II (on an average) performed more effectively than those in Group I even with pupils whose achievement levels were decidedly lower. The high level of effectiveness indicated that the level of achievement should be raised to that of acceptability if these schools continue over the next few years to maintain at least this same level of effectiveness. Hence, these schools are in the process of shifting from Group II to Group I.

TABLE 6

GROUP II -- EFFECTIVE BUT NOT ACCEPTABLE SCHOOLS
(GROUP DATA)

	E	A
Mean	125	73
Median	116	73
Standard Deviation	28	8
Quartile Ranges:		
First	90 - 105	57 - 67
Second	105 - 115	68 - 73
Third	116 - 140	73 - 79
Fourth	141 - 212	80 - 89

TABLE 7

GROUP II -- EFFECTIVE BUT NOT ACCEPTABLE INDIVIDUAL SCHOOLS

	ADA	E	A	Compensatory Funds (CF)	CF/ADA	CF/ADA Per E
Fowler	227	212	79	$ 37,256	$164.12	$ 0.77
Cook	578	192	63	64,847	112.19	0.58
Stanton, D.H.	659	181	62	141,650	214.95	1.19
Fain	797	178	73	0	0.00	0.00
Jones, J. M.	293	165	70	36,182	123.49	0.75
English Avenue	1,095	162	63	128,722	117.55	0.73
Grant Park	608	160	75	124,467	204.72	1.28
Mt. Vernon	189	159	84	0	0.00	0.00
Harper	459	154	70	2,105	4.59	0.03
Ware	454	150	80	112,925	248.73	1.66
Hubert	476	147	67	25,671	53.93	0.37
Anderson Park	728	146	73	545	0.75	0.01
Haygood	160	142	74	208	1.30	0.01
Center Hill	678	141	65	5,478	8.08	0.06
Ragsdale	641	140	77	3,740	5.83	0.04
Peeples	335	136	70	43,485	129.81	0.95
Wesley	680	135	69	119,847	176.25	1.31
Rusk	597	132	68	147,121	246.43	1.87
Guice	648	130	65	2,931	4.52	0.03
Kirkwood	670	126	73	25,266	37.71	0.30

TABLE 7 (Contd.)

	ADA	E	A	Compensatory Funds (CF)	CF/ADA	CF/ADA Per E
West Haven	282	125	80	$ 0	$ 0.00	$ 0.00
Wright	300	124	75	260	0.87	0.01
Bethune	355	123	65	54,490	153.49	1.25
Herndon	788	121	70	58,927	74.78	0.62
Carey	512	118	69	15,289	29.86	0.25
Hutchinson	400	117	89	4,183	10.46	0.09
Dobbs	704	116	69	1,640	2.33	0.02
West	408	115	79	1,772	4.34	0.04
Williams, A.D.	1,017	115	62	78,874	77.56	0.67
Campbell	705	113	60	25,900	36.74	0.33
Mary Lin	632	112	83	0	0.00	0.00
Collier Heights	570	111	84	425	0.75	0.01
Minnie Howell	427	108	87	2,828	6.62	0.06
Adair	254	107	73	8,122	31.98	0.30
Carter	538	106	74	93,800	174.35	1.64
Chattahoochee	402	106	73	0	0.00	0.00
Jones, M.A.	612	106	73	107,984	176.44	1.66
Inman	659	105	89	6,823	10.35	0.10
Miles, L.P.	755	105	79	6,403	8.48	0.08
Scott	471	105	63	13,252	28.14	0.27
Crogman	468	105	62	143,200	305.98	2.91
Venetian Hills	831	103	89	3,325	4.00	0.04
Luckie	242	103	72	38,007	157.05	1.52
Grove Park	1,649	102	66	604	0.37	0.00
Arkwright	486	99	69	5,530	11.38	0.11
Capitol View	626	95	87	1,194	1.91	0.02
Highland	286	95	84	320	1.12	0.01
Oglethorpe	447	95	81	23,197	51.89	0.55
Whitefoord	589	95	67	15,671	26.61	0.28
Reynolds	255	94	69	12,025	47.16	0.50
West Manor	593	93	85	7,707	13.00	0.14
Toomer	385	93	65	37,683	97.88	1.05
Pitts	1,178	90	57	109,013	92.54	1.03
Average	562	125	73	$ 35,866	$ 63.79	$ 0.51

In the Group II schools the relationships among the amount of compensatory funds, effectiveness, and acceptability are encouraging. The amount of compensatory funds per pupil in average daily attendance ranged from none to $306. The average expenditure per pupil was $64; however, the median expenditure was only $28. This means that far more than half of the schools spent less than $64 per pupil, that there were certain schools which had relatively high rates of expenditure, and that these high rates caused the average expenditure to be raised to $64. In fact, there were 15 schools in which the rate exceeded $100 and 38 other schools in which the rate was less than $100, while 12 of these 38 schools spent less than $2 per pupil.

A significant measure of the results of spending compensatory money can be expressed in terms of one unit of effectiveness, meaning, in other words, the amount of money spent to obtain one unit of effectiveness. In Group II this measure of performance ranged from no cost of compensatory funds to the highest cost of $2.91, averaging $0.51. In comparing these indices with similar ones for the Group I schools, the average expenditure per pupil in average daily attendance was about 16 times higher in Group II than in Group I ($64 and $4, respectively), and the cost of one unit of effectiveness was about 13 times higher in Group II than in Group I ($0.51 and $0.04, respectively).

Another set of relationships needs to be examined; namely, the correlation of effectiveness, acceptability, and cost of compensatory programs. The data showed that there was no significant correlation in the Group II schools between the rate of effectiveness and the level of acceptability. The rate of effectiveness did not bear a significant relationship to the level of pupil performance. In other words, a change in one index did not necessarily correspond to a like (or similar) change in the other. However, there was a positive, significant correlation between the direction of change in the rate of effectiveness and the amount of compensatory funds spent per pupil (coefficient of .28, significant at the .05 level). An increase in funds resulted in a corresponding increase in effectiveness. A third relationship proved to be as expected. A highly significant, negative correlation was found between the level of achievement (acceptability) and the amount of compensatory funds (coefficient of 0.36,

significant at the .01 level). This negative relationship indicated that as the level of achievement lessened, the amount of compensatory funds increased. Since much of the compensatory funding comes from sources which are concerned with severe educational deficits, such funds should be used in those situations which have rather extensive deficits. Hence, the money has been used in accordance with project guidelines and for the purposes set forth in those guidelines. Furthermore, as far as the schools in Group II are concerned, the use of these funds has resulted in the operation of effective programs. The gains in achievement have been more than what had been predicted.

Group III -- Neither Effective Nor Acceptable Programs

The 45 schools (37 per cent of the elementary schools) which fell into Group III differed rather decidedly in some respects from those schools which fell into Groups I and II but were rather similar in other respects (see Tables 8 and 9). The E and A values of the Group III schools were below 90 and averaged 67 for each of these values. The E values ranged from a high of 89 to a low of 14; the A values, from 85 to 54. (Note: 15 of the 45 schools lacked less than 8 points of being classified as Group II schools.) Their E values ranged from 82 to 89. Hence, these schools were on the verge of becoming effective. The dispersion (standard deviation) among the E values was 20; among the A values, 8. The relative variation among the values (coefficient of variation) was 2.5 times as great among the E values as among the A values. Hence, the A values tended to cluster more closely around their average of 67 than did the E values, which clustered less compactly around their average (also 67).

A dichotomy did exist between the respective E values of Group III and Group II schools as compared to their respective A values. The average E value of Group III was approximately half that of Group II (67 and 127, respectively). However, the close similarity was among the level of performance of the pupils. The average A value of Group III was approximately the same as that of Group II (67 and 73, respectively). Furthermore, analysis showed that these two groups of schools did not differ in acceptability or in relative level of pupil achievement but did differ in

a very significant manner in their respective levels of effectiveness. Group II schools performed much more effectively than Group III schools.

TABLE 8

GROUP III -- NEITHER EFFECTIVE NOR ACCEPTABLE SCHOOLS
(GROUP DATA)

	E	A
Mean	67	67
Median	71	68
Standard Deviation	20	8
Quartile Ranges		
First	14 - 58	54 - 60
Second	58 - 71	62 - 66
Third	73 - 84	68 - 71
Fourth	84 - 89	71 - 84

TABLE 9

GROUP III -- NEITHER EFFECTIVE NOR ACCEPTABLE INDIVIDUAL SCHOOLS

	ADA	E	A	Compensatory Funds (CF)	CF/ADA	CF/ADA Per E
Jones, Jerome	422	89	66	$ 7,245	$ 17.17	$ 0.19
Slater	746	89	66	54,234	72.70	0.82
Dunbar	747	89	56	105,869	141.73	1.59
Bryant	317	88	73	36,091	113.85	1.29
Goldsmith	248	87	69	41,297	166.52	1.91
Fountain	716	87	68	25,658	35.84	0.41
Walker	229	87	65	20,533	89.66	1.03
Craddock	489	87	60	23,996	49.07	0.56
Slaton, W. F.	572	86	59	69,445	121.41	1.41
Connally	1,087	85	66	3,767	3.47	0.04
Towns	567	84	71	17,569	30.99	0.37
Forrest	418	84	69	38,923	93.12	1.11
Gordon	520	82	71	7,014	13.49	0.16
Stanton, F. L.	354	82	71	10,920	30.85	0.38
Moreland	469	82	68	23,213	49.49	0.60

TABLE 9 (Contd.)

	ADA	E	A	Compensatory Funds (CF)	CF/ADA	CF/ADA Per E
Hardnett	236	79	65	$ 15,671	$ 66.40	$ 0.84
East Lake	746	77	65	40	0.05	0.00
Clement	401	76	70	50	0.12	0.00
Harris	594	75	65	28,333	47.70	0.64
Hope, John	393	75	62	121,526	309.23	4.12
Burgess	536	74	68	20,082	37.47	0.51
Lakewood	428	73	81	666	1.56	0.02
Gilbert	415	71	60	50,792	122.39	1.72
Finch	427	69	68	54,359	127.30	1.84
Harwell	526	66	71	450	0.86	0.01
Blair Village	749	66	66	3,653	4.88	0.07
Brewer	327	65	77	789	2.41	0.04
Perkerson	282	63	84	450	1.60	0.03
Waters	586	63	78	354	0.60	0.01
Howell, E. P.	281	62	75	0	0.00	0.00
White, Walter	613	62	68	441	0.72	0.01
Gideons	419	61	62	94,121	224.63	3.68
Johnson, E.P.	335	58	60	162,645	485.51	8.37
Inman Park	213	58	57	12,053	56.59	0.98
Pryor	379	56	69	172,361	454.78	8.12
Beecher Hills	536	50	72	3,211	5.99	0.12
Mayson	1,176	47	60	40,328	34.29	0.73
Hill, C. W.	513	47	58	81,539	158.95	3.38
Peyton Forest	401	45	84	93	0.23	0.01
Capitol Avenue	626	42	58	102,548	163.81	3.90
Cooper	148	40	57	92,952	628.05	15.70
Butler	445	28	58	38,092	85.60	3.06
Peterson	494	26	73	495	1.00	0.04
Bolton	243	25	84	0	0.00	0.00
Robinson	394	14	54	40,731	103.38	7.38
Average	484	67	67	$ 36,102	$ 74.65	$ 1.12

The relationship of the amount of compensatory funds to effectiveness and acceptability was not as encouraging in the Group III schools as it was in the Group II schools. More money was spent for compensatory programs without commensurate increase in effectiveness. The amount of these funds per pupil in average daily attendance ranged from none to $628. The average expenditure

was $75 per pupil; the mean, $48 per pupil. Both of these measures of central tendency were higher than the corresponding ones for the Group II schools ($64 and $28, respectively). A significant difference between these two groups of schools is that proportionately more schools were spending more money. Besides the high of $628, four schools spent in the two, three, and four-hundred-dollar range; and nine schools, in the one-hundred-dollar range. Thus, 14 of the 45 schools in Group III spent one hundred dollars or more per pupil for compensatory programs.

Another measure of the results of spending money was in terms of the cost of one unit of effectiveness. This amount ($1.12) was more than twice the amount of that for Group II ($0.51). In other words, more than twice as much money was spent in Group III for the same results in effectiveness that were obtained in Group II; and, yet, the pupils of the two groups performed at about the same level of acceptability. The highest cost of one unit of effectiveness was $15.70. Following this, 16 of the 45 schools spent more than one dollar, while 28 of them spent less than one dollar.

A set of unexpected relationships was the lack of significant correlations between effectiveness and acceptability and between effectiveness and the amount of compensatory funds spent. In fact, there tended to be a negative relationship between effectiveness and the amount of money spent; as effectiveness increased, the amount of funds tended to decrease; or as the amount of funds increased, the effectiveness tended to decrease. Furthermore, the change in effectiveness did not correlate with the level of pupil performance. One of these factors could not be predicted with knowledge of the other. There was, however, a set of relationships which occurred as expected and in a highly significant manner. Decidedly more funds had been spent in those schools in which the pupils performed the lowest (correlation coefficent of -.45, significant at .01 level).

Group IV -- Acceptable But Not Effective Programs

Group IV was composed of two schools which were acceptable but not effective (see Table 10). The average gain rate of effectiveness for this pair of schools was 77 (12 points below the predicted level), but the average index of acceptability was 108 (28 points above the acceptable level).

This small number of schools in Group IV was not surprising. The distribution of A for the school system had a comparatively low mean, which was massed in the lower regions of the values. Furthermore, the distribution of E for the school system had a relatively higher mean and was rather symmetrical. Accordingly, it follows from these characteristics that there would be fewer schools with both a relatively high value of A and a low value of E.

TABLE 10

GROUP IV -- ACCEPTABLE BUT NOT EFFECTIVE INDIVIDUAL SCHOOLS

	ADA	E	A	Compensatory Funds (CF)	CF/ADA	CF/ADA Per E
Birney	240	82	123	$ 450	$ 1.88	$ 0.02
Cleveland	622	72	92	497	0.80	0.01
Average	431	77	108	$ 474	$ 1.34	$ 0.02

The two schools in Group IV had very few compensatory funds; they averaged $1.34 per pupil in average daily attendance and only $0.02 per unit of effectiveness. No correlational relationships among effectiveness, acceptability, and cost of compensatory programs could be obtained because of the limited number of schools.

IV. CONCLUSIONS

The analysis of data and the development of profiles on the reading programs in the 120 elementary schools during 1970-71 were based on a model in which the concepts of effectiveness and acceptability were used. The two main indices of this model (gain rate of effectiveness and level of acceptability) were based on the following six factors which influence pupil achievement: entry knowledge of pupils, economic level of families, attendance of pupils, class size, stability of school enrollment, and extent of pupil failure. These six factors accounted for approximately 91 per cent

of the variance of actual achievement from predicted achievement. Factors other than these six, which at this time have not yet been isolated and quantified, accounted for the remaining 9 per cent of the variation. Hence, based on the data used in this analysis, the following conclusions were made:

1. Approximately one-sixth of the schools performed in an effective and acceptable manner in terms of their reading scores.

2. Approximately two-thirds of the schools performed in an effective manner with the actual gains exceeding the predicted gains in reading scores. Accordingly, these schools were raising the achievement levels of their pupils.

3. About one-fifth of the schools had levels of achievement which were acceptable, exceeding the national norm in reading.

4. Approximately one-third of the schools performed neither in an effective nor in an acceptable manner.

5. The values of the gain rate of effectiveness for all the schools formed a normal distribution with a mean (or average) of 101, or 11 points above the desired minimum of 90.

6. The indices of acceptability for all of the schools formed a distribution which was not normal, which was skewed with a heavy clustering of scores toward the lower values, and which had an average index of 77 instead of the desired minimum of 90.

7. There was no significant correlation between the gain rate of effectiveness of the program and the level at which the pupils were achieving.

8. Only Group II schools exhibited a significant correlation between the gain rate of effectiveness and the amount of compensatory funds spent. In this group the programs were effective, but the pupils did not perform at an acceptable level. This group of schools might be characterized as those schools which had made progress in shifting from having unacceptable performance to having acceptable performance. In other words, they were on the move upward.

9. In Group III there was a tendency for effectiveness to decrease as compensatory funds increased. In this group the programs were neither effective nor acceptable.

10. The level of pupil performance in Groups II and III were similar, but the effectiveness of programs in Group II far exceeded that of Group III.

11. Compensatory funds were definitely spent in a negative relationship to the level of performance of the pupils; that is, as performance decreased, the funds increased; or as performance increased, the funds decreased.

12. As far as compensatory funds were concerned, the cost of one unit of effectiveness per pupil in average daily attendance progressed from $0.04 for Group I, to $0.51 for Group II, and to a high of $1.12 for Group III, and back to a minimum of $0.01 for Group IV. In other words, the poorest return for compensatory dollars spent occurred in Group III.

V. RECOMMENDATIONS

The following recommendations are made as a result of evaluating the data described in this report:

1. A similar report should be prepared concerning both the reading and the mathematics programs during the 1971-72 school year. Changes in effectiveness and acceptability occurring from 1971 to 1972 should constitute an added longitudinal dimension.

2. Principals, faculties, and other pertinent personnel should study the findings of this current report in order to determine the manner in which the model concerning effectiveness and acceptability might be further refined, thereby to reduce the approximately 9 per cent variation between actual and predicted performance, which presently remains unexplained. Further study also should be made of (a) the cost of compensatory programs in relationship to their

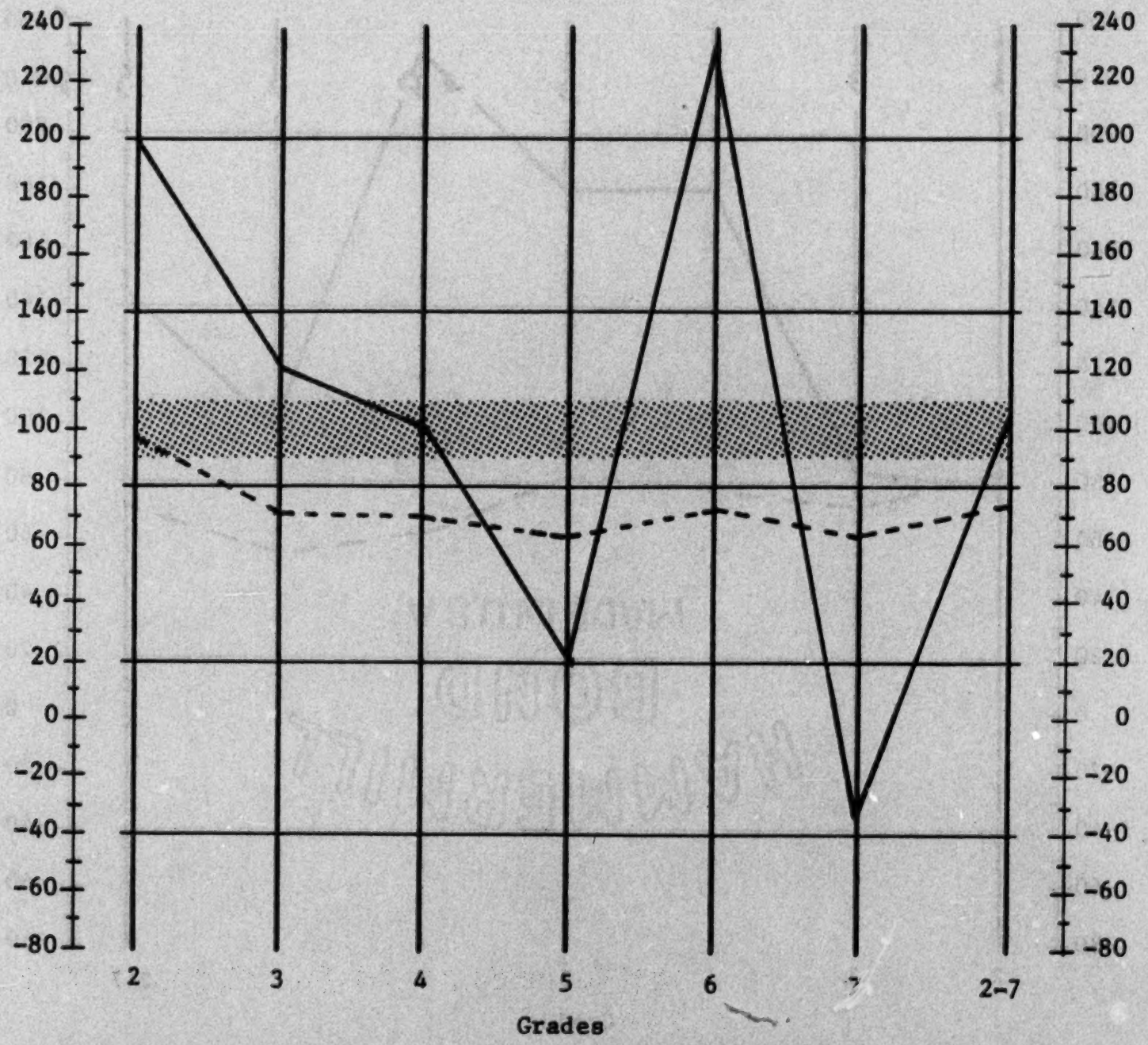
results and (b) other influences on achievement. This should be done for the purpose of determining whether or not additional factors should be isolated, quantified, and included in the model.

3. Particular attention should be given to (a) analyzing the difficulties which were encountered in the Group III schools and (b) developing procedures which will capitalize on the strengths found in these schools, so their programs will become more effective and more acceptable.

4. Encouragement should be given to all schools to begin considering the development of plans for implementing an instructional management system (a) in which the objectives of the curriculum are clearly and specifically stated in behavioral terms, (b) in which available resources and strategies for accomplishing these objectives are efficiently utilized, and (c) in which appropriate data on pupil progress serve to promote fully each pupil's efforts in accomplishing the stated objectives.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

ADAIR ELEMENTARY SCHOOL

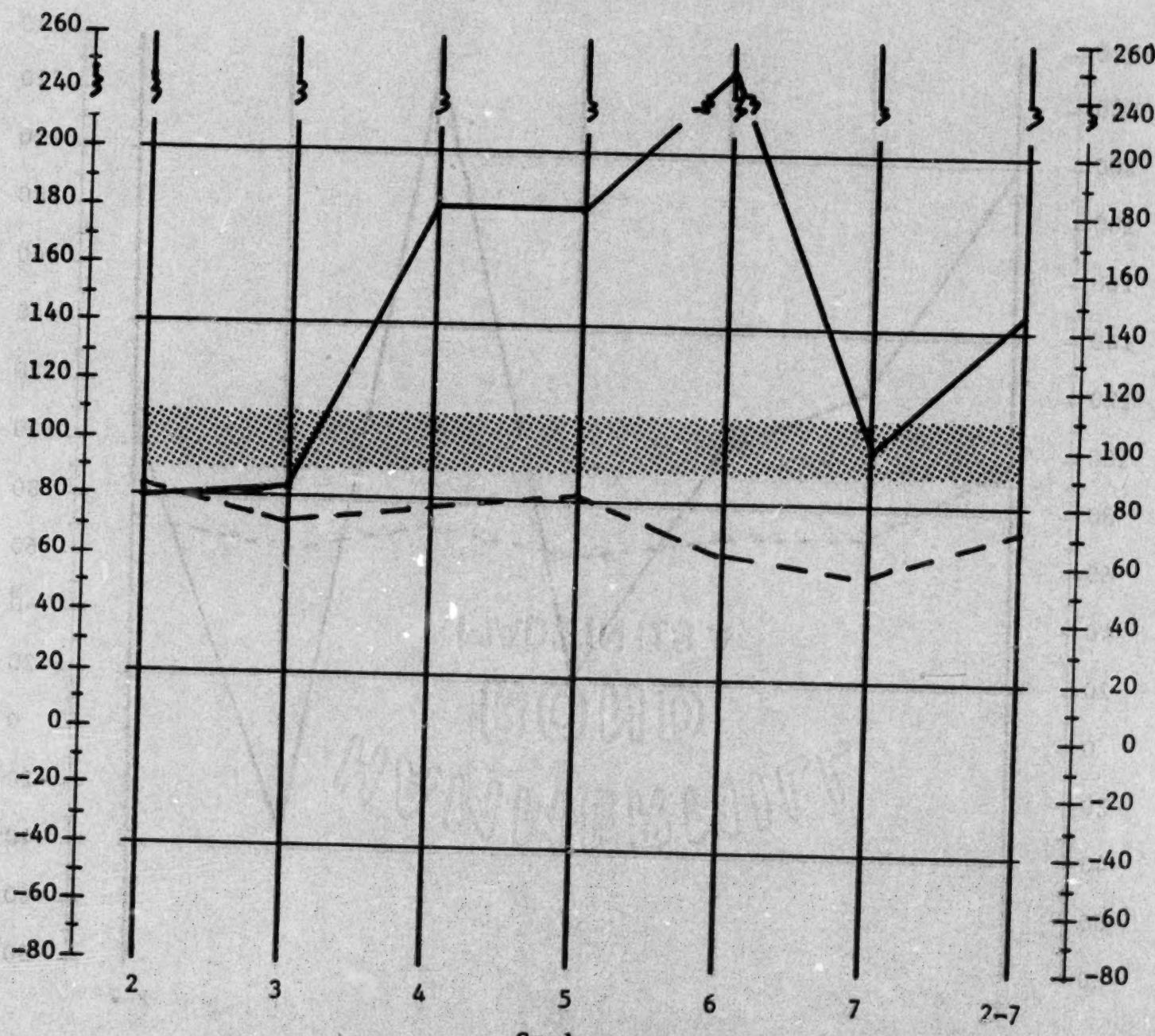


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	8	6	6	1	7	-2	
Predicted	4	5	6	5	3	6	107
Grade level (April, 1971):							$0.30 *
Actual	2.6	2.6	3.2	3.7	4.8	5.0	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	73
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

ANDERSON PARK ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

▒▒▒ Effective and acceptable level of performance

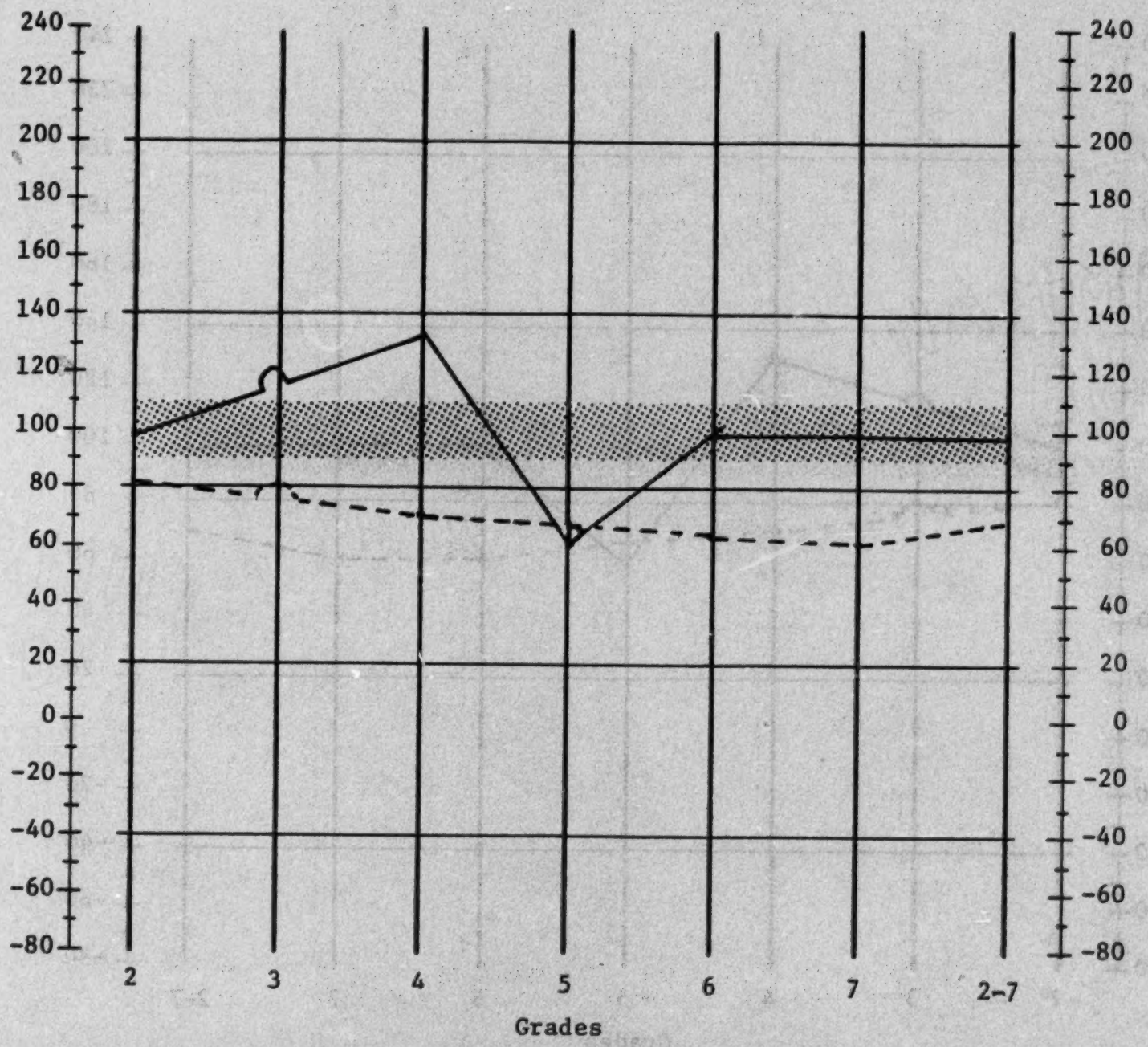
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	5	9	9	5	3	
Predicted	5	6	5	5	2	3	146
Grade level (April, 1971):							
Actual	2.2	2.7	3.6	4.6	4.4	4.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	73
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.01*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

ARKWRIGHT ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

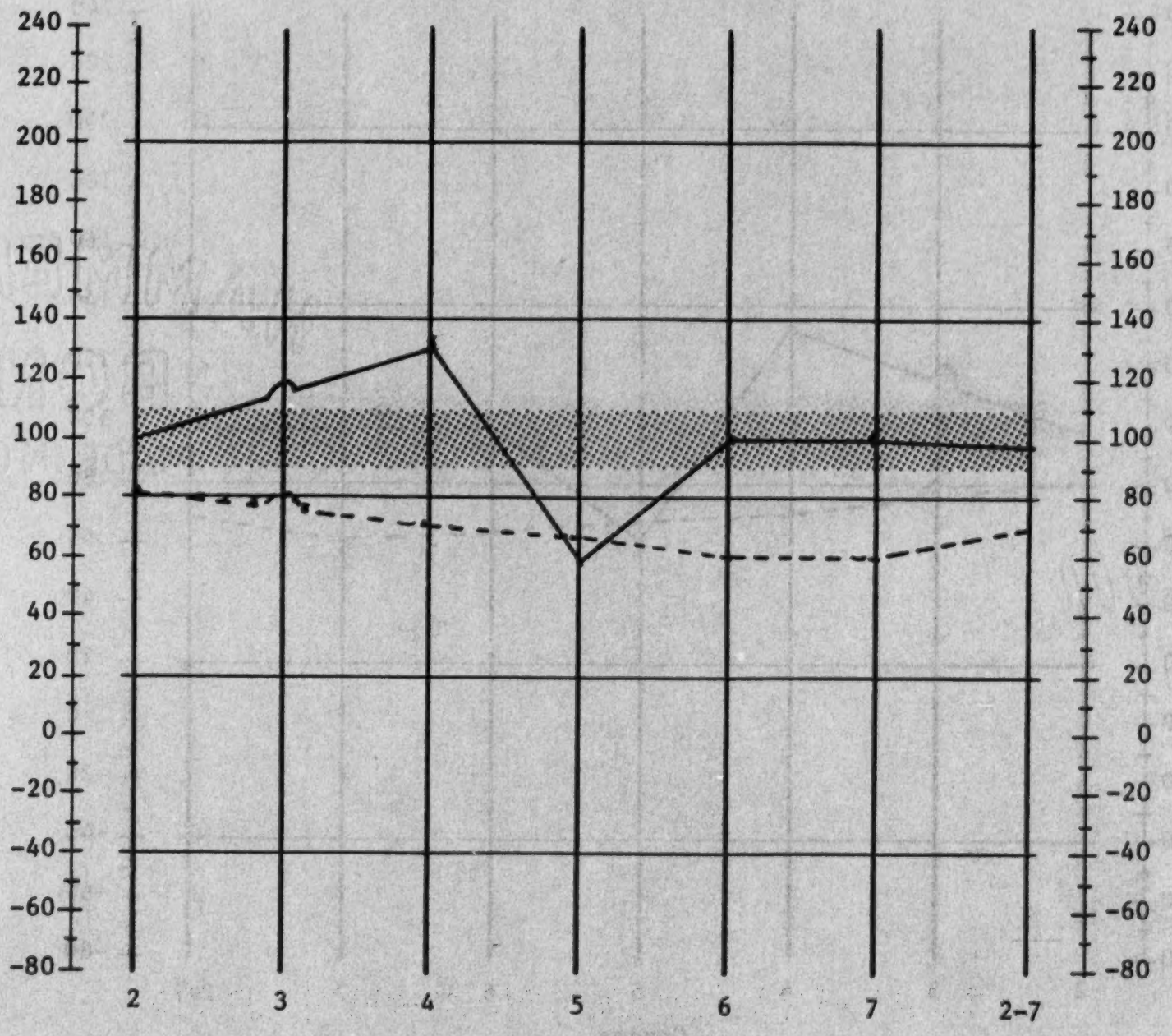
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	---	8	3	4	5	
Predicted	5	---	6	5	4	5	99
Grade level (April, 1971):							
Actual	2.2	---	3.4	3.9	4.3	4.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	69
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.11*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BEECHER HILLS ELEMENTARY SCHOOL



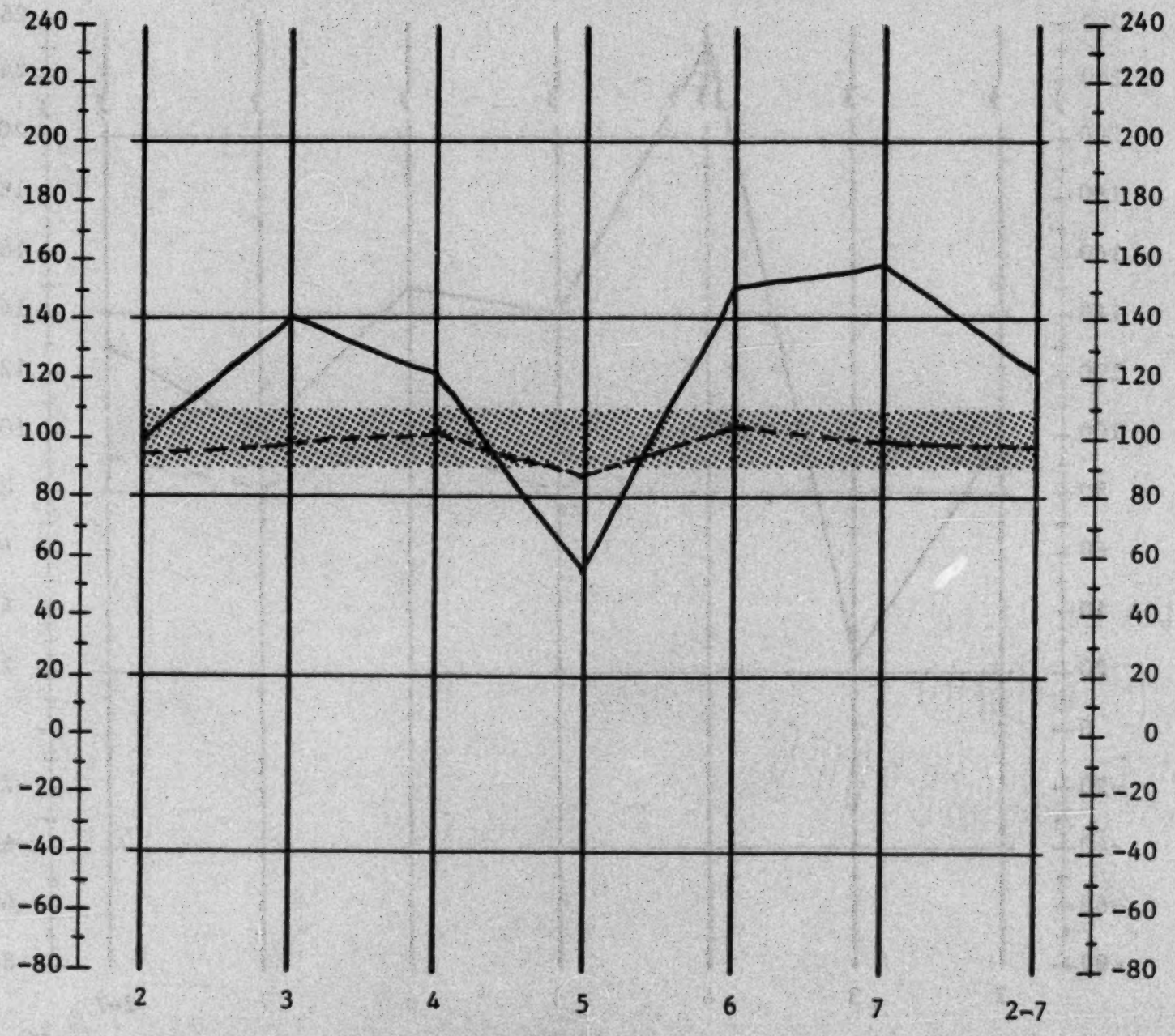
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	3	3	7	0	0	
Predicted	6	6	7	5	4	5	50
Grade level (April, 1971):							
Actual	2.3	2.6	3.3	4.3	4.6	4.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	72
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.12*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BEN HILL ELEMENTARY SCHOOL

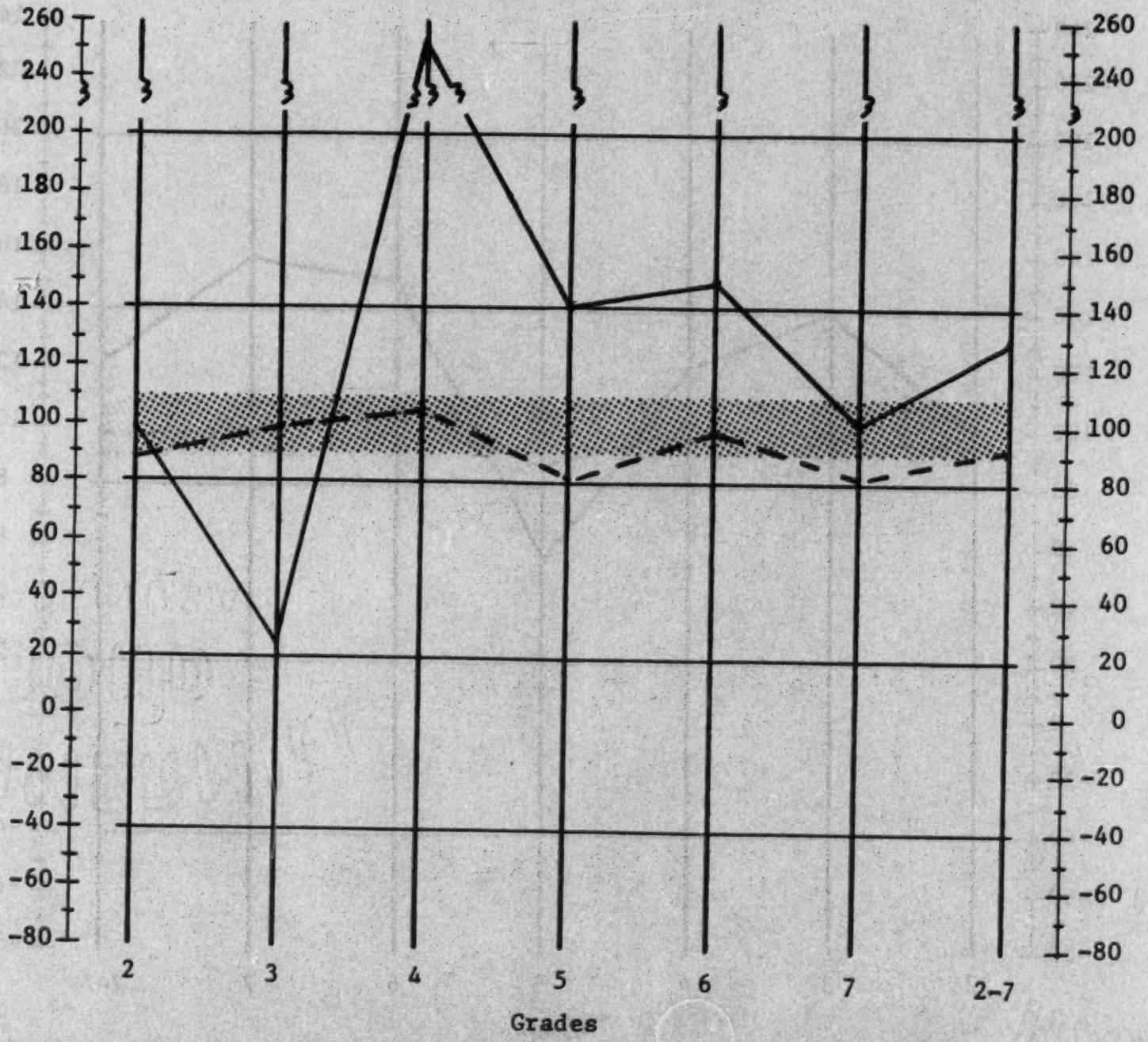


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	6	7	10	4	12	11		
Predicted	6	5	8	7	8	7	122	
Grade level (April, 1971):								
Actual	2.6	3.7	4.8	5.0	7.0	7.6		$0.02*
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	98	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BENTEEN ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

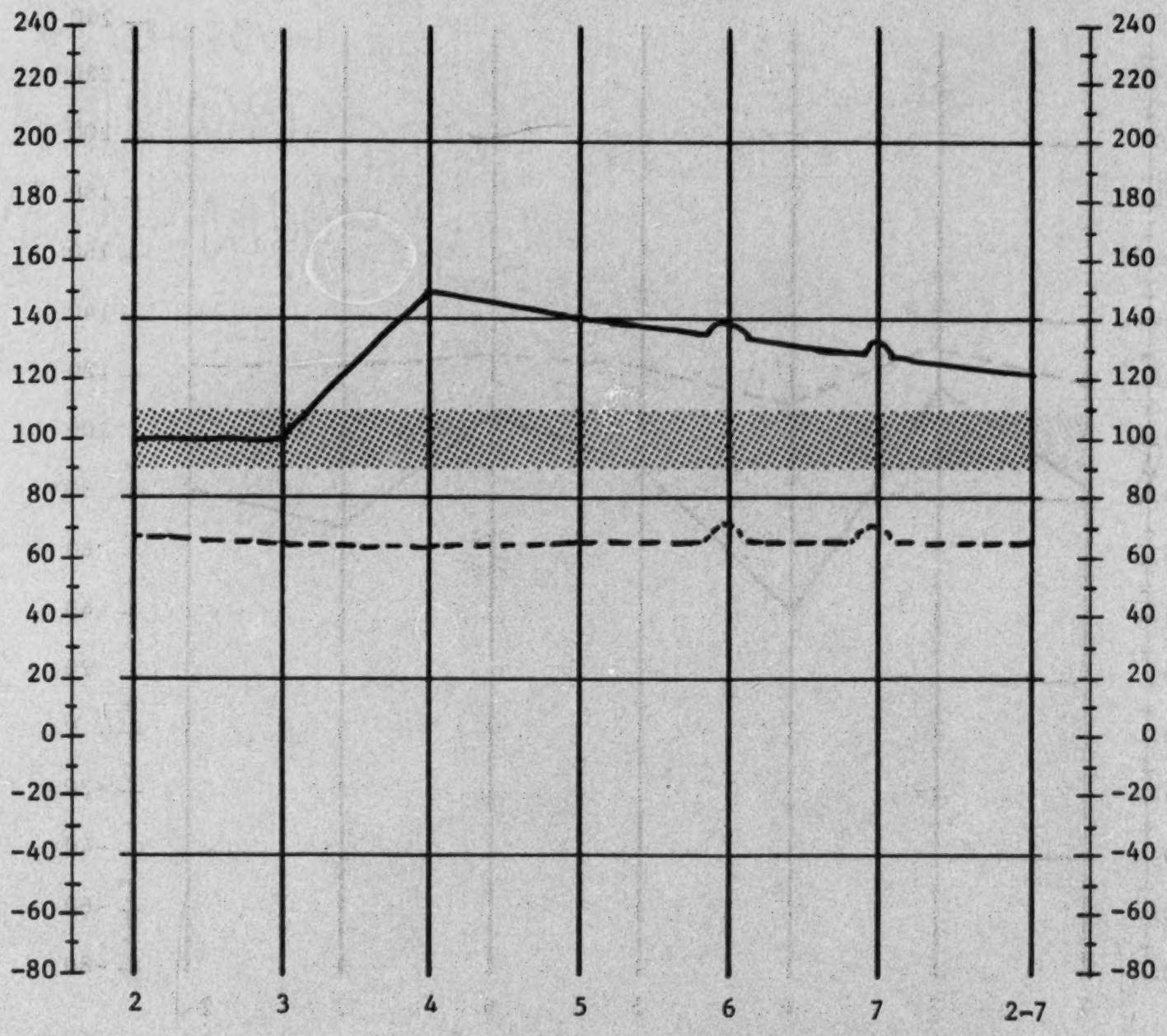
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	1	15	7	9	5	
Predicted	5	4	6	5	6	5	128
Grade level (April, 1971):							
Actual	2.4	3.6	4.8	4.6	6.5	6.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	91
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.03*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BETHUNE ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

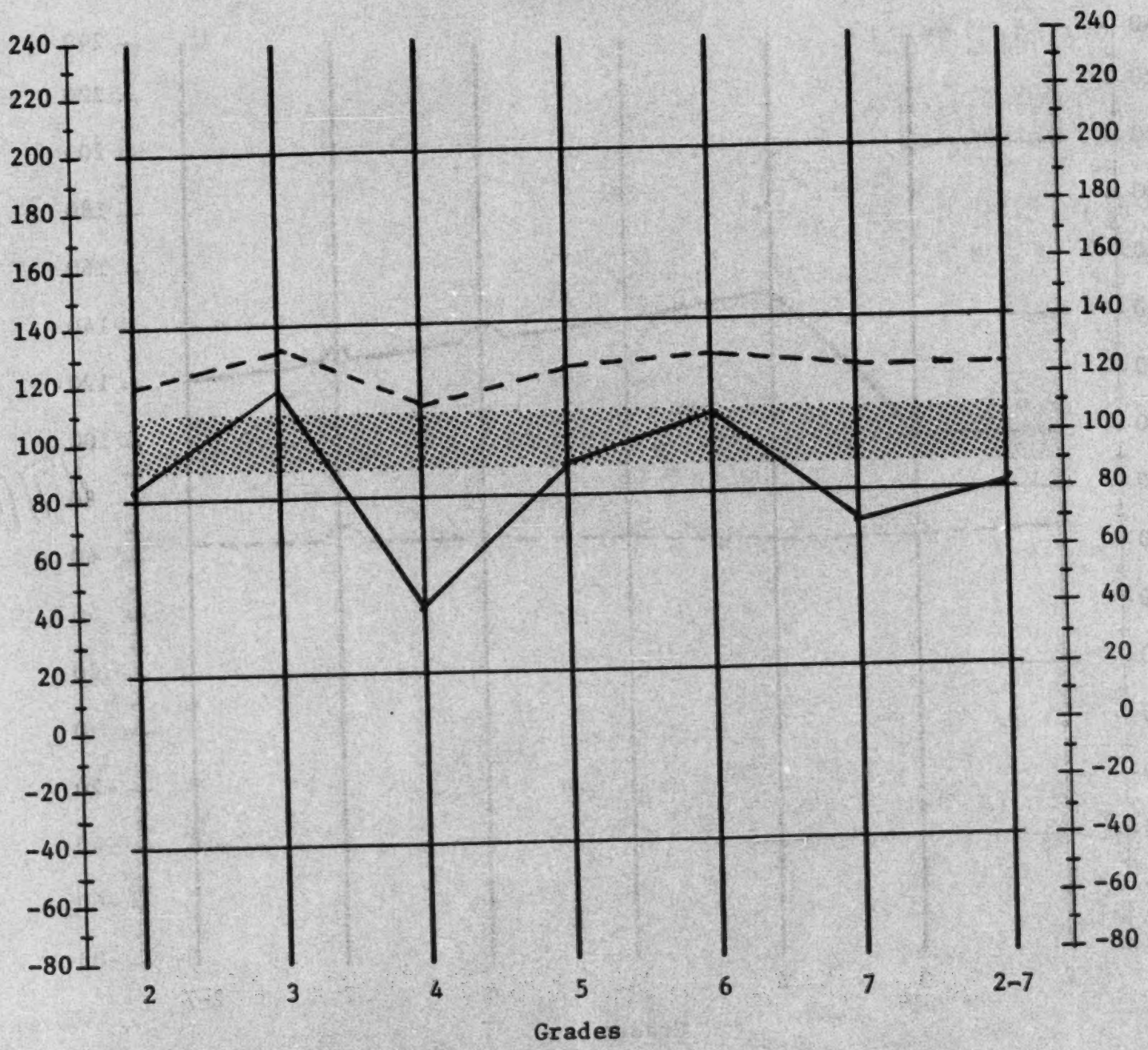
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	6	6	7	---	---	
Predicted	4	6	4	5	---	---	123
Grade level (April, 1971):							
Actual	1.8	2.4	3.0	3.7	---	---	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	65
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$1.25*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BIRNEY ELEMENTARY SCHOOL

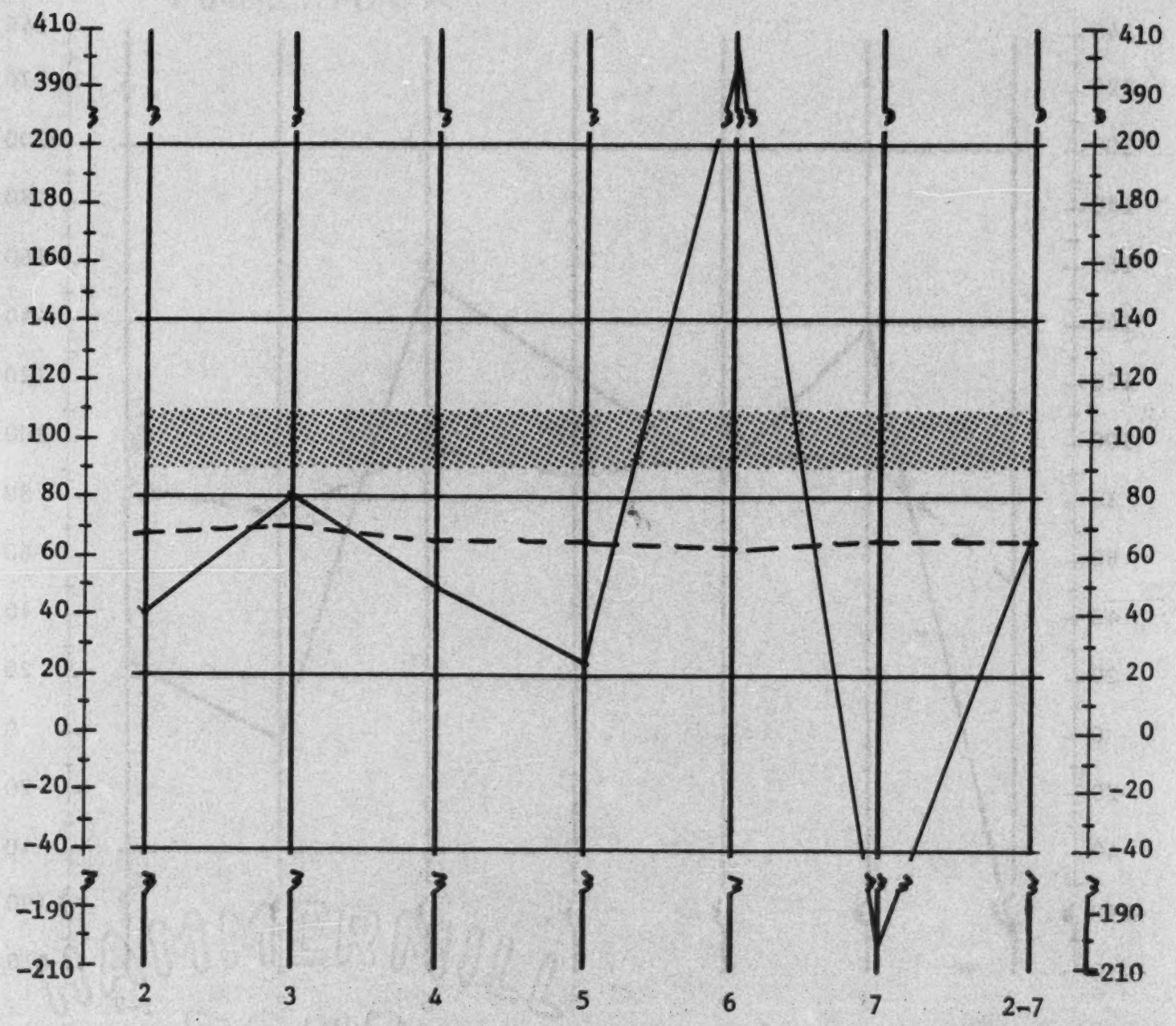


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	5	7	4	10	14	5		
Predicted	6	6	9	11	13	10	82	
								$0.02*
Grade level (April, 1971):								
Actual	3.2	4.8	5.2	7.2	8.6	9.6		
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	123	
(National Norm) System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BLAIR VILLAGE ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

Effective and acceptable level of performance

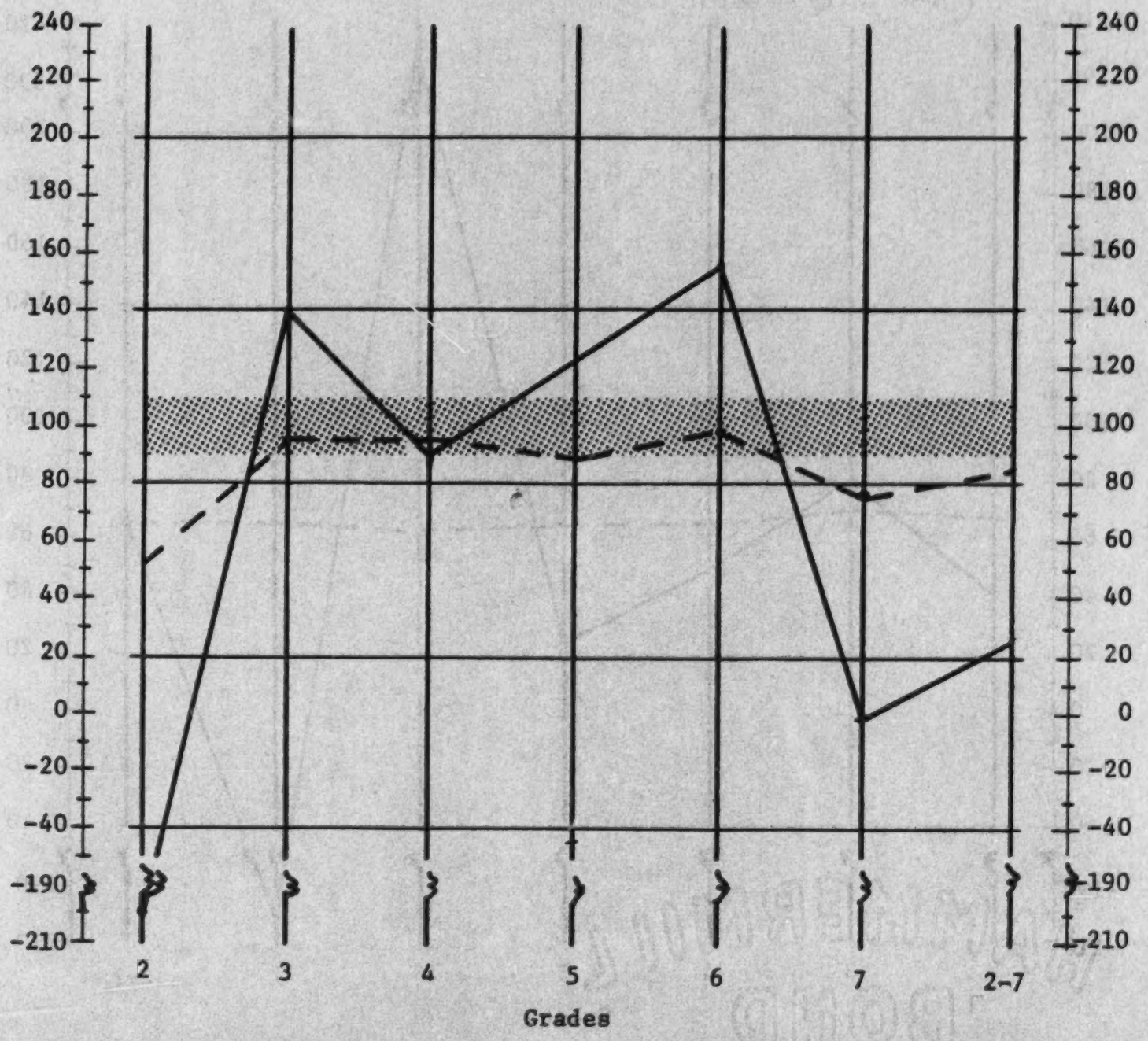
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	2	4	2	1	4	-2	
Predicted	5	5	4	4	1	1	66
Grade level (April, 1971):							
Actual	1.8	2.6	3.1	3.7	4.3	5.0	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	66
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.07*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BOLTON ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

Effective and acceptable level of performance

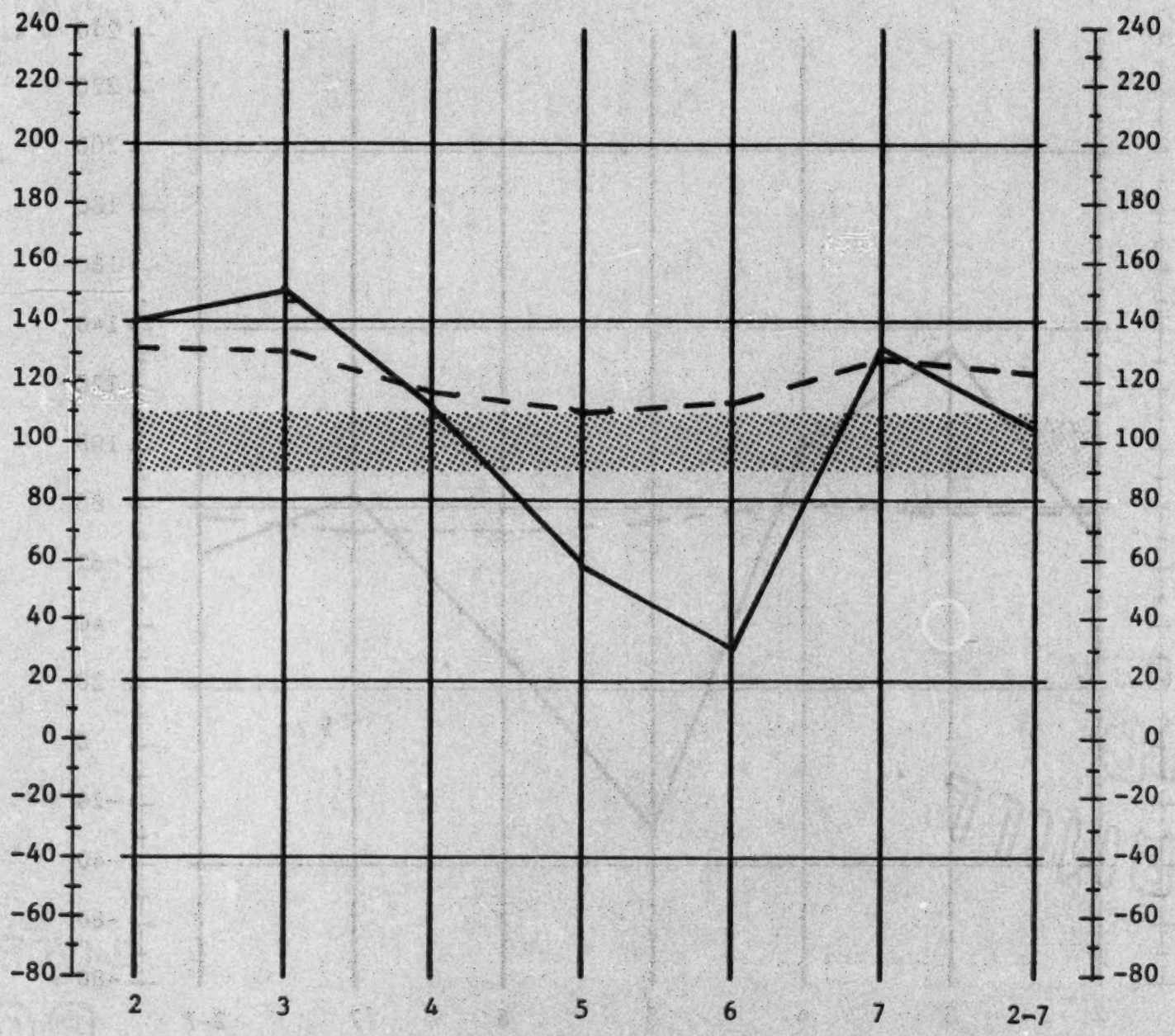
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	-10	7	8	-4	13	0	
Predicted	5	5	9	9	8	8	25
Grade level (April, 1971):							
Actual	1.4	3.5	4.4	5.0	6.5	5.9	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	84
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.00*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BRANDON ELEMENTARY SCHOOL



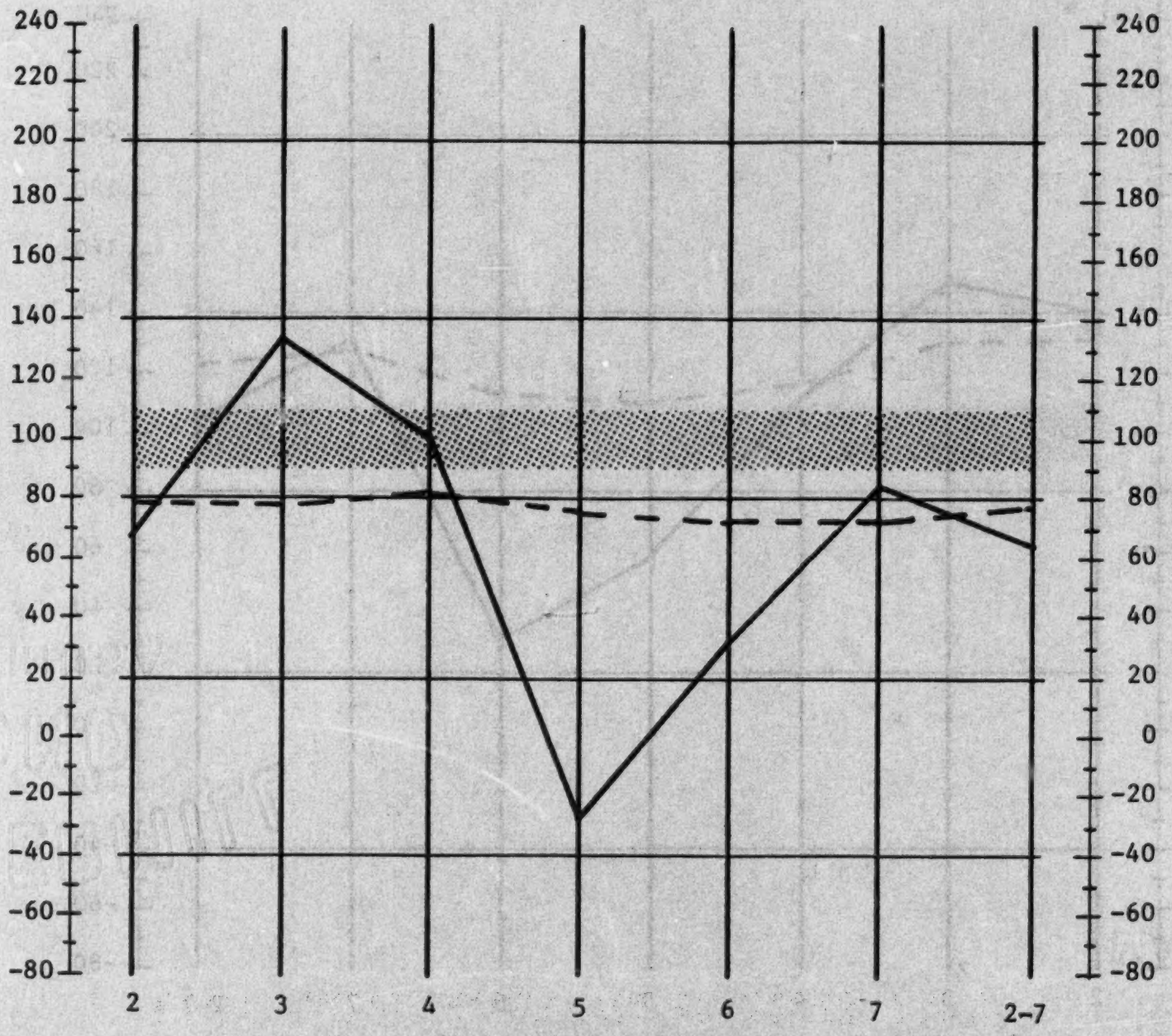
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	7	9	10	6	4	12	
Predicted	5	6	9	10	12	9	105
Grade level (April, 1971):							$0.01*
Actual	3.6	4.9	5.4	6.2	7.6	9.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	122
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BREWER ELEMENTARY SCHOOL



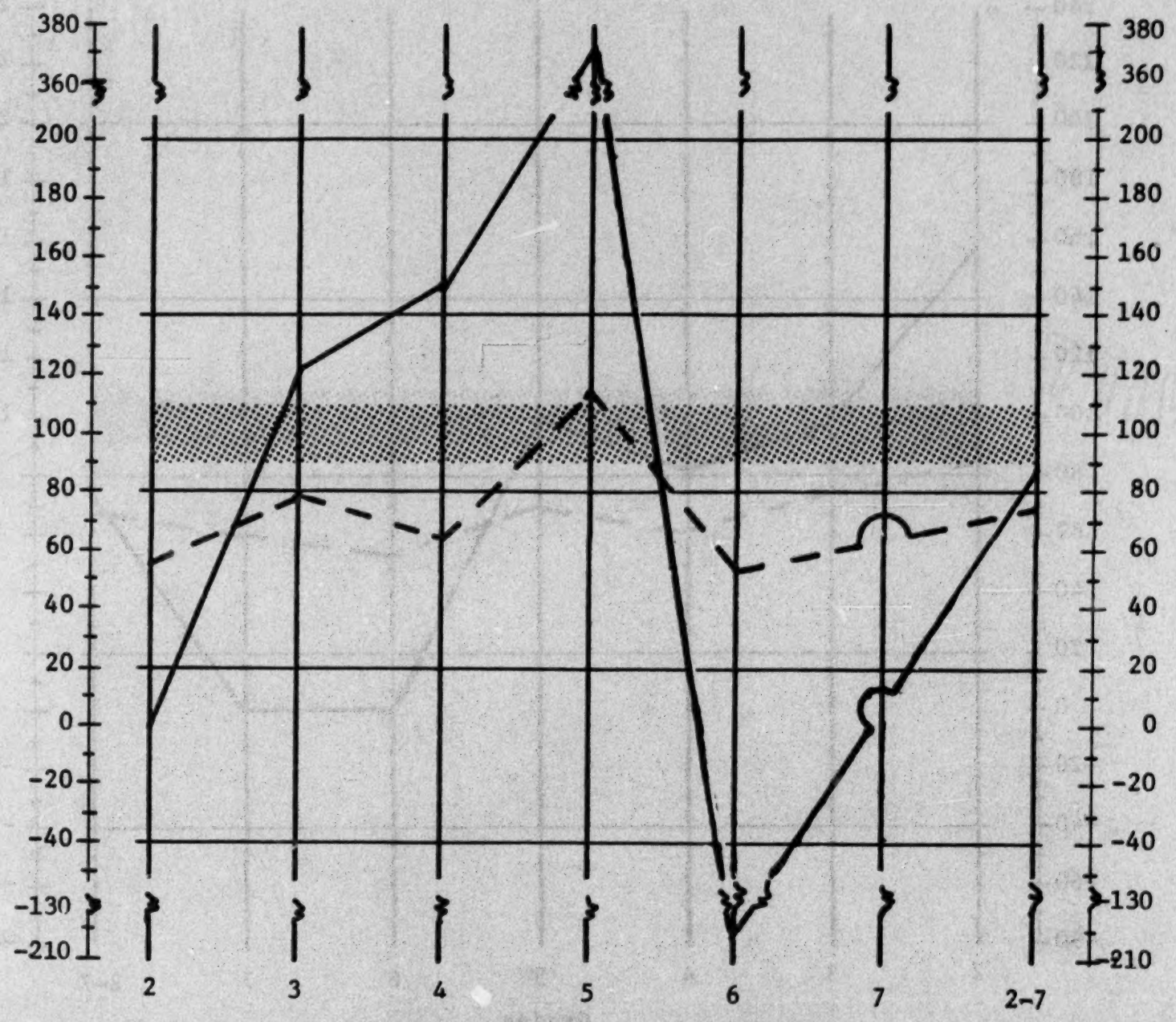
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	8	7	-2	2	5	
Predicted	6	6	7	7	6	6	65
Grade level (April, 1971):							$0.04*
Actual	2.1	2.9	3.8	4.4	5.0	5.7	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	77
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BRYANT ELEMENTARY SCHOOL



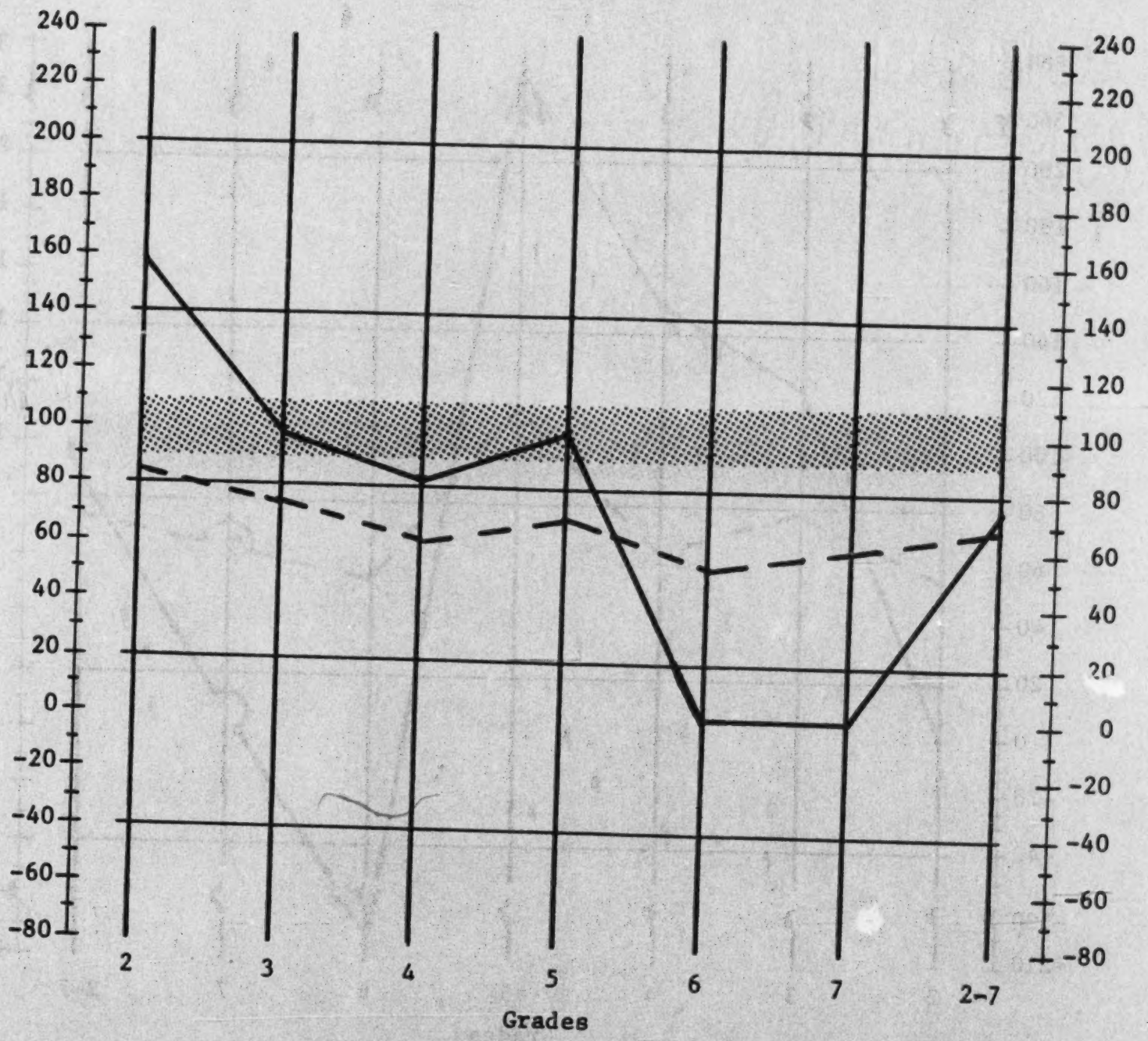
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	0	6	6	26	-2	---		
Predicted	3	5	4	7	1	---	88	
Grade level (April, 1971):								$1.29*
Actual	1.5	2.9	3.0	6.5	3.4	---		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	73	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BURGESS ELEMENTARY SCHOOL

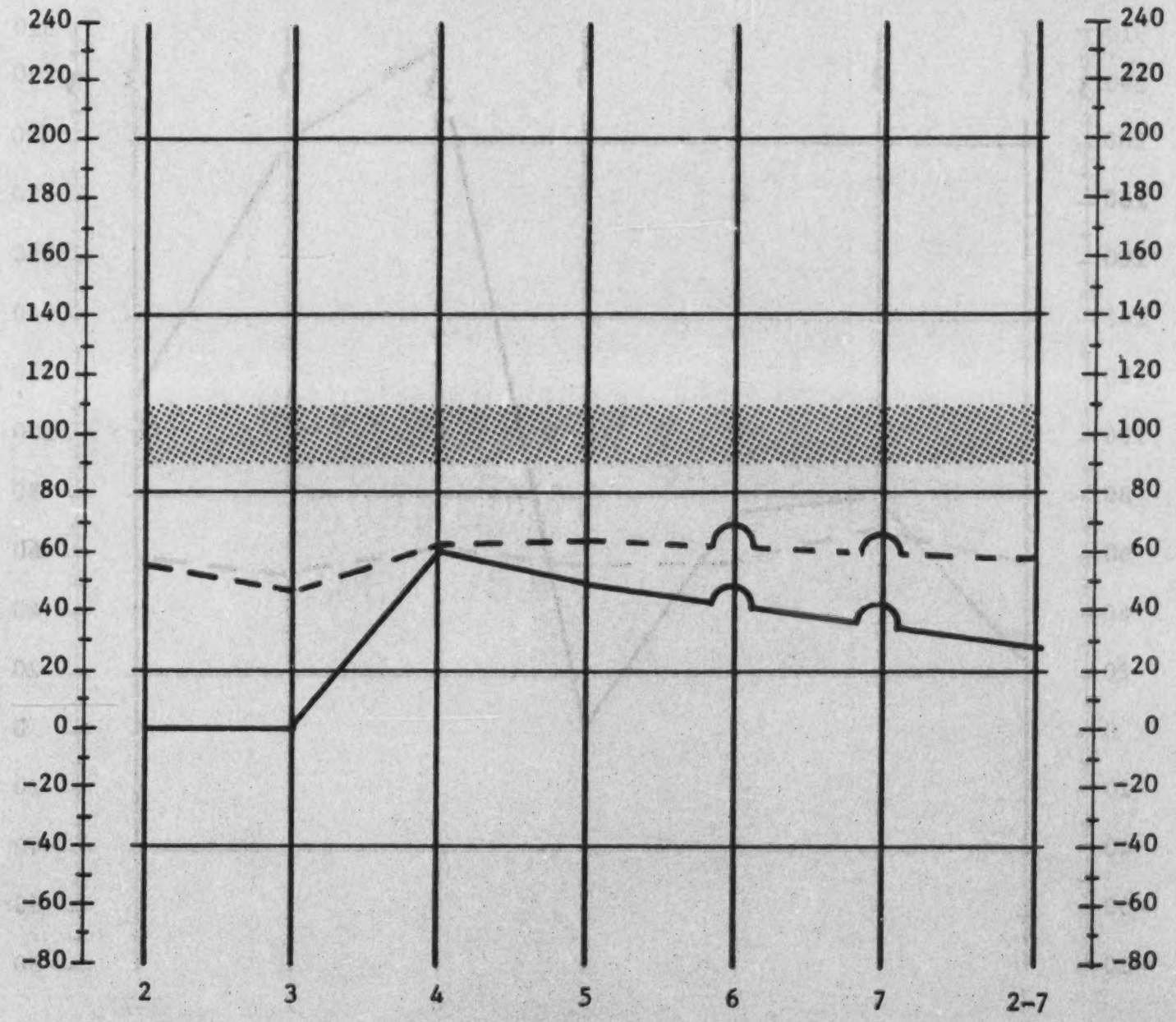


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	8	6	5	5	0	0		
Predicted	5	6	6	5	3	5	74	
Grade level (April, 1971):								
Actual	2.3	2.7	3.0	3.9	3.7	4.6		$0.51*
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	68	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

BUTLER ELEMENTARY SCHOOL

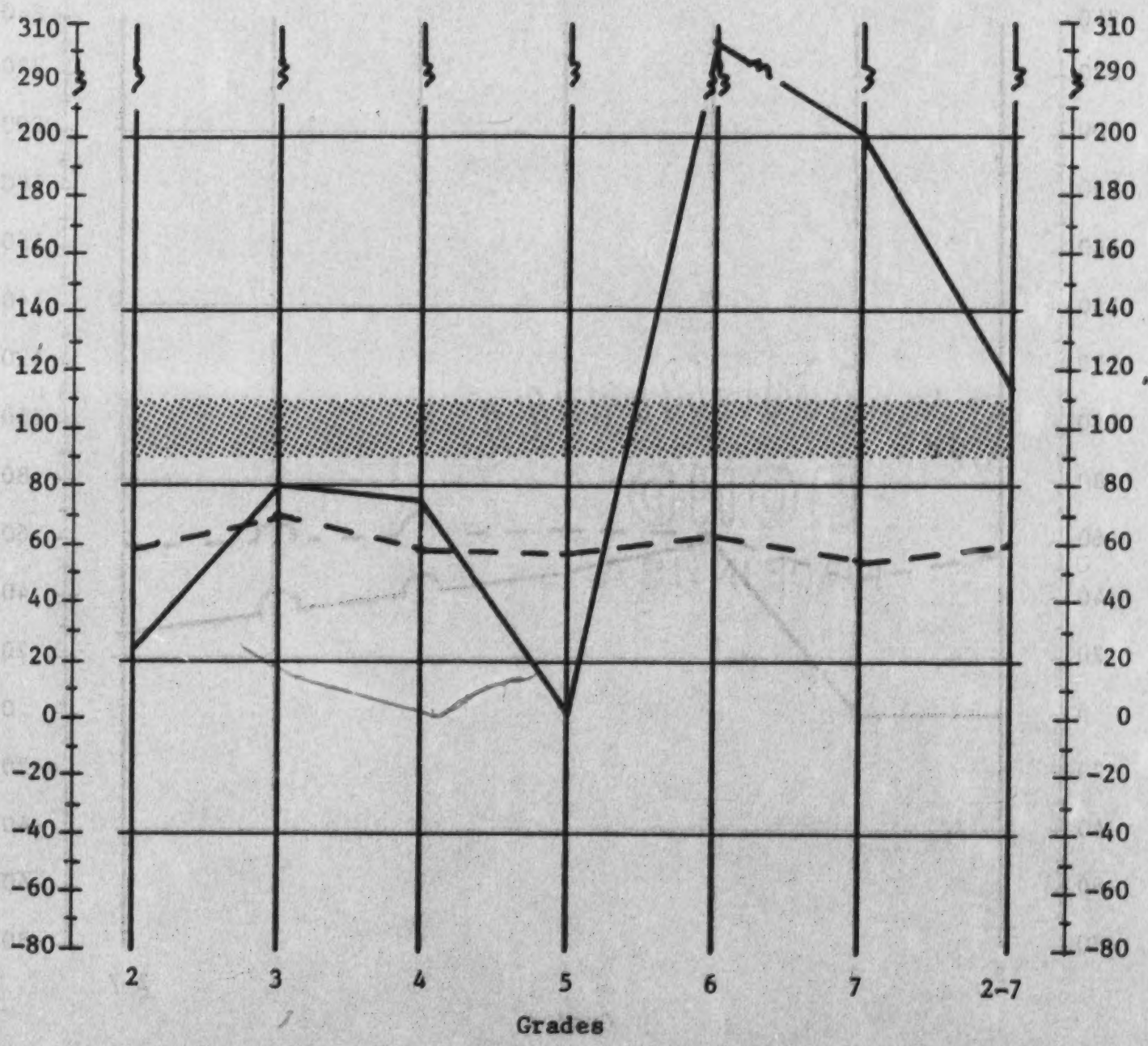


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	0	0	3	3	---	---		
Predicted	3	6	5	6	---	---	28	
Grade level (April, 1971):								$3.06*
Actual	1.5	1.8	2.9	3.7	---	---		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	58	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CAMPBELL ELEMENTARY SCHOOL

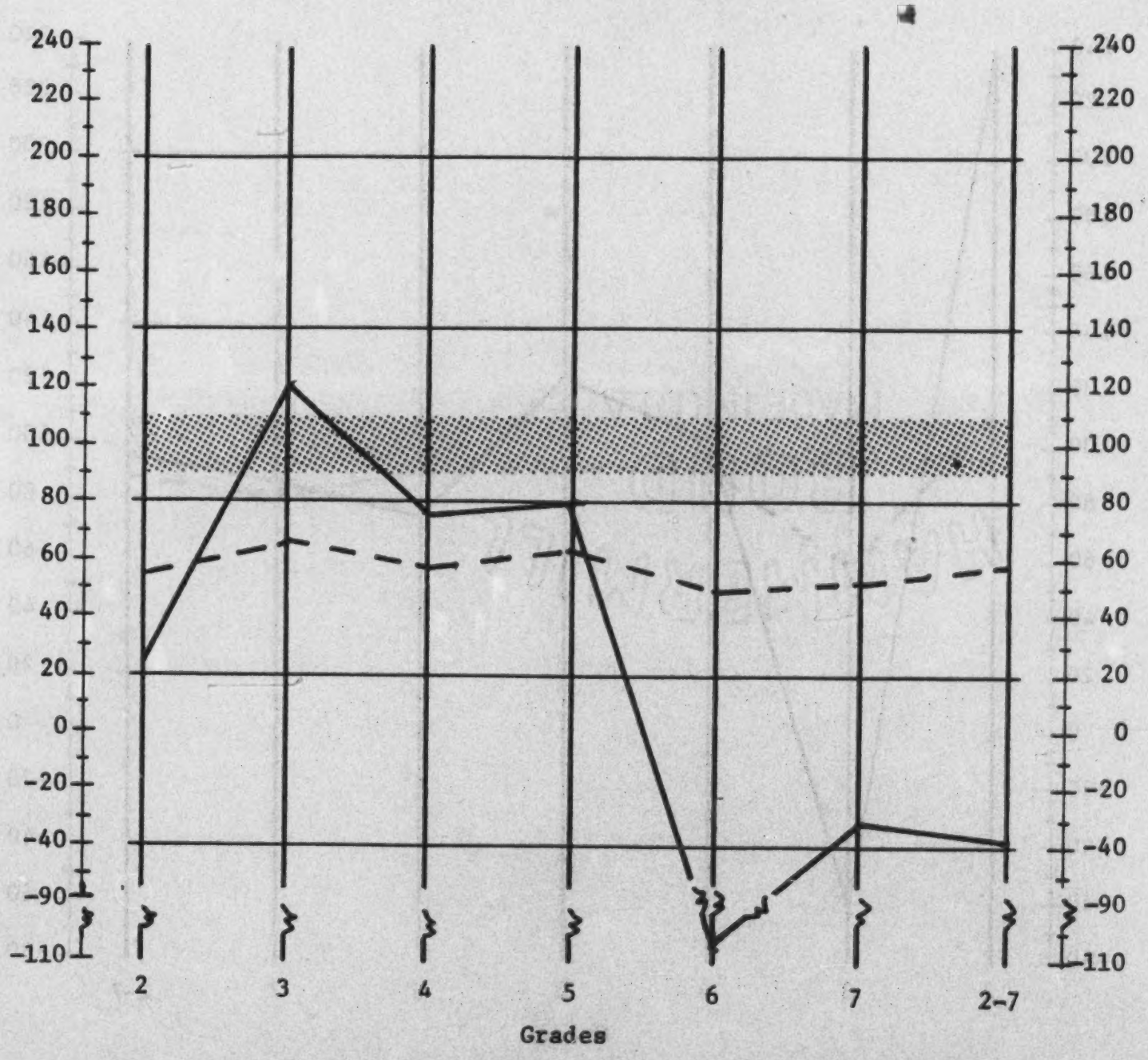


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	1	4	3	0	6	6		
Predicted	4	5	4	5	2	3	113	
Grade level (April, 1971):								$0.33*
Actual	1.6	2.5	2.7	3.2	4.3	4.3		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	60	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CAPITOL AVENUE ELEMENTARY SCHOOL



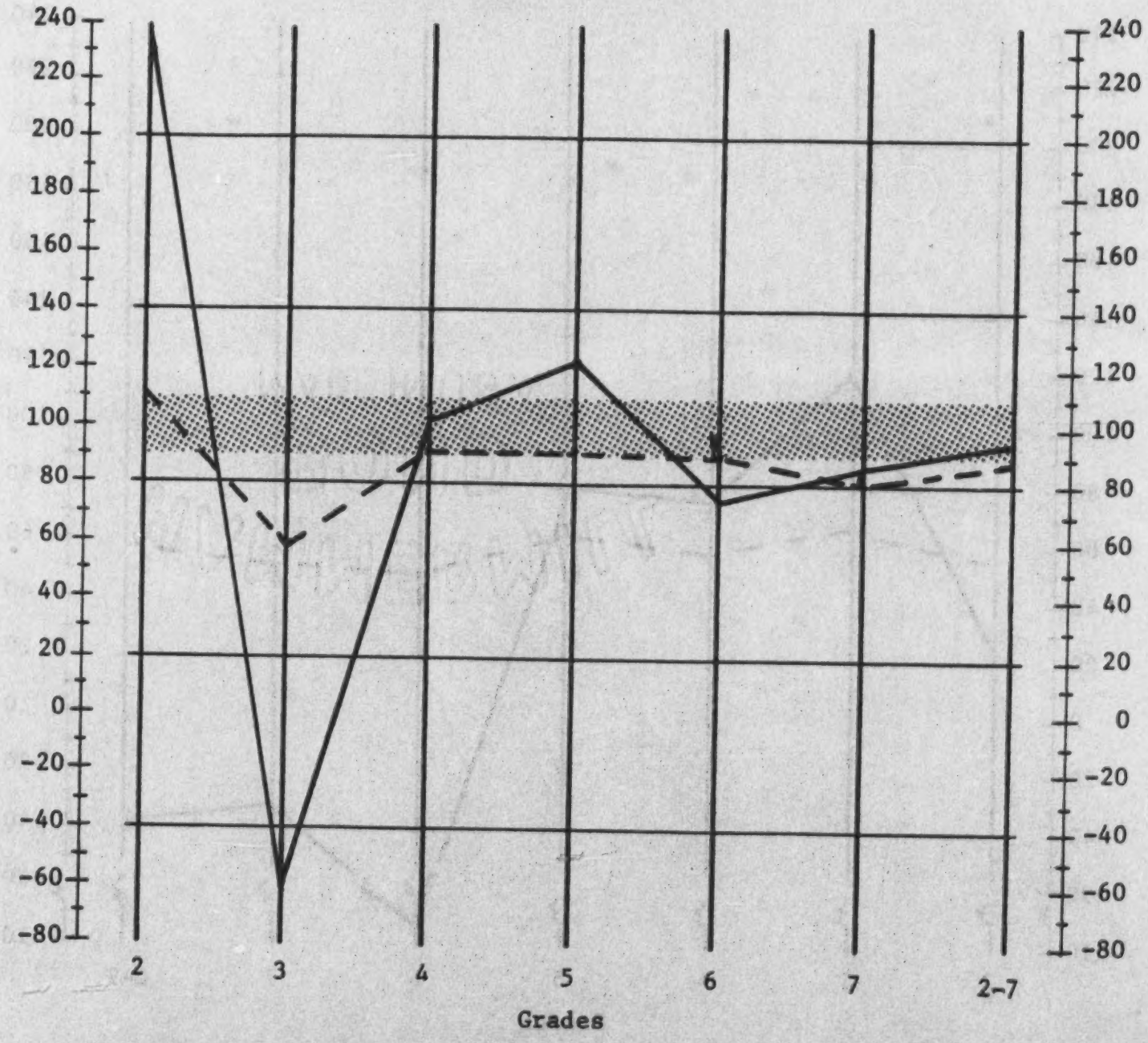
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	1	6	3	4	-2	2	
Predicted	4	5	4	5	2	4	42
Grade level (April, 1971):							
Actual	1.5	2.4	2.7	3.6	3.4	4.1	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	58
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$3.90*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CAPITOL VIEW ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

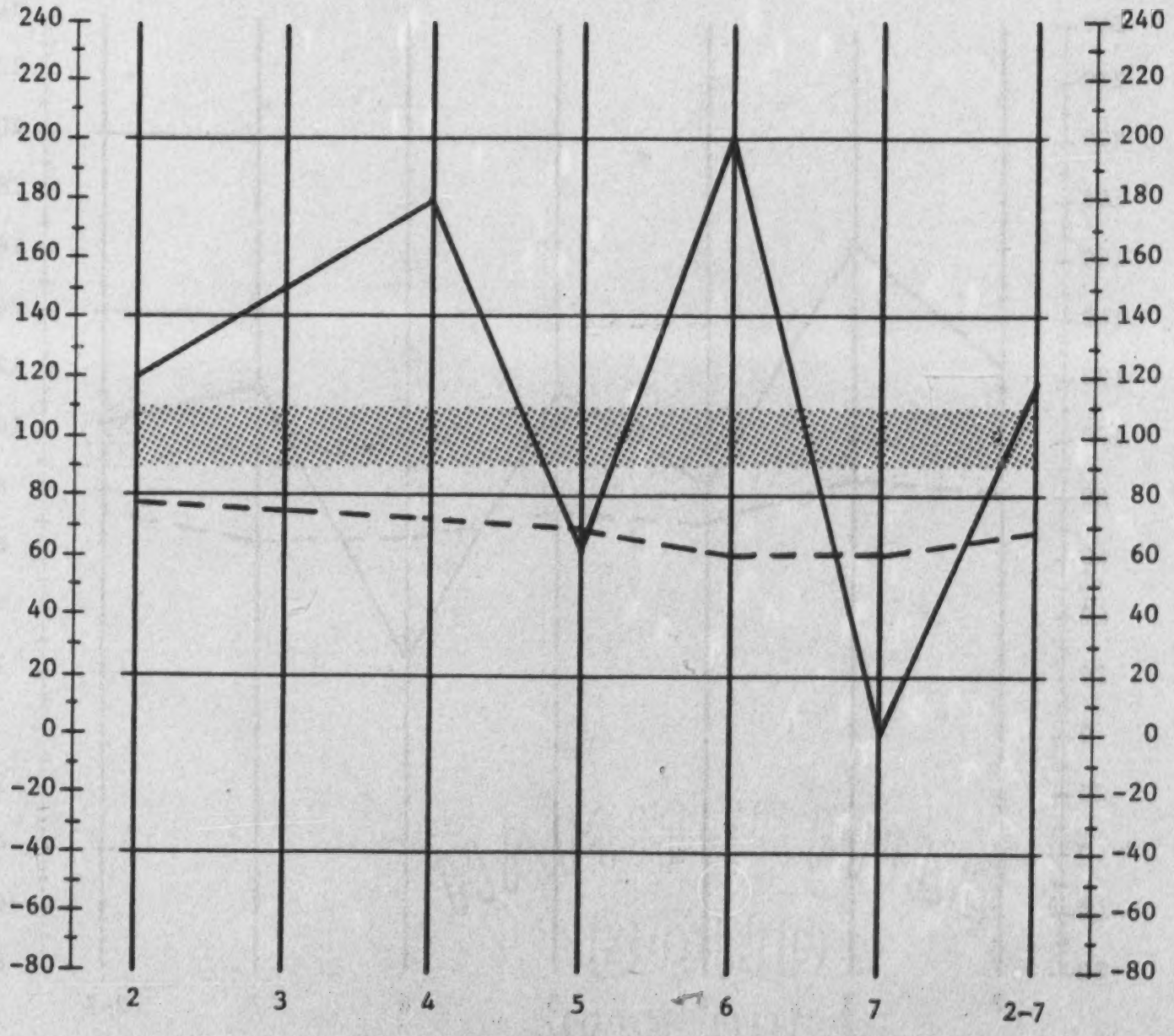
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	12	-3	8	9	6	6	
Predicted	5	5	8	7	8	7	95
Grade level (April, 1971):							
Actual	3.0	2.2	4.3	5.2	6.0	6.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	87
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.02*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CAREY ELEMENTARY SCHOOL



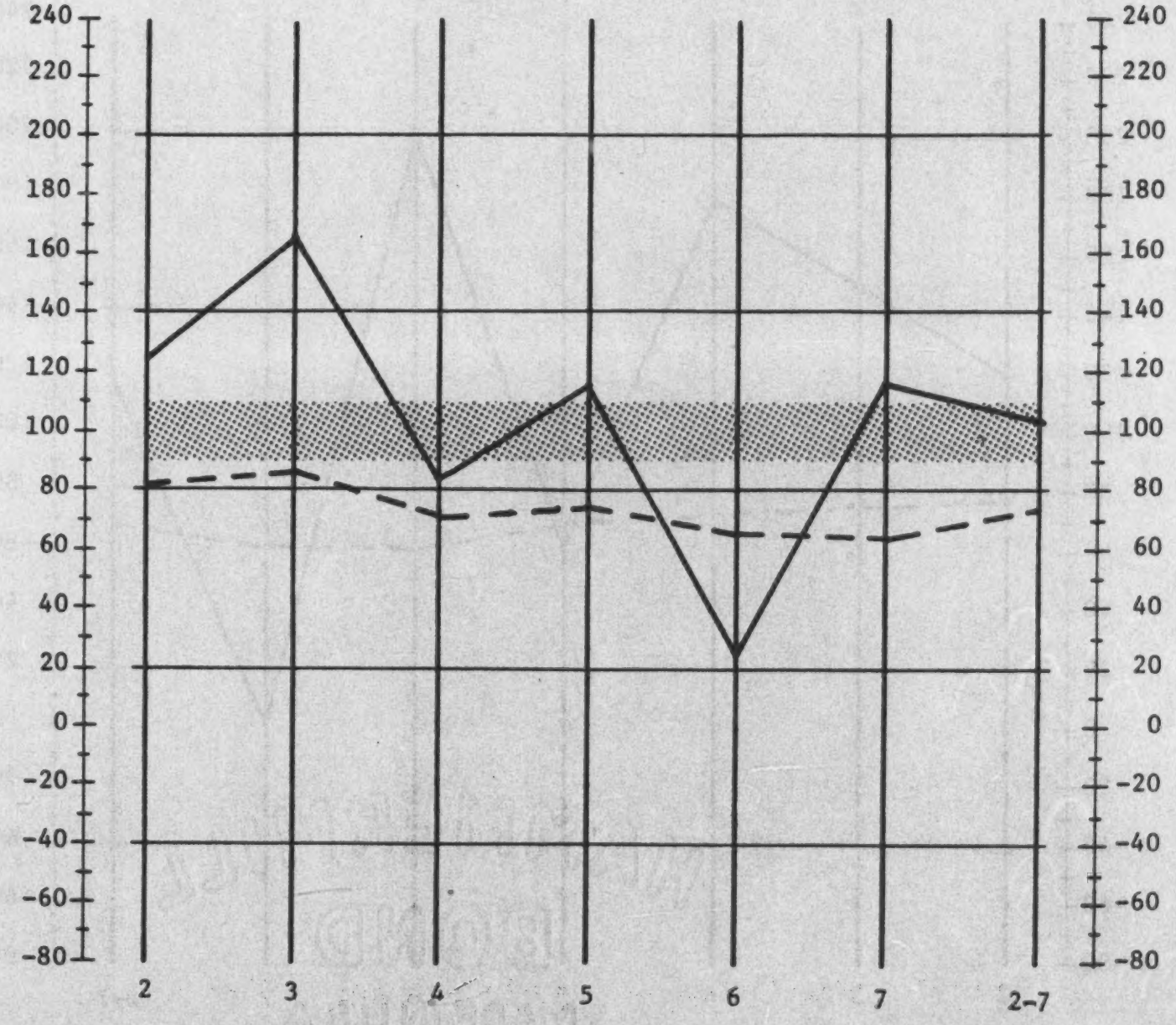
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	9	9	3	4	0	
Predicted	5	6	5	5	2	4	118
Grade level (April, 1971):							$0.25*
Actual	2.1	2.8	3.5	3.7	4.1	4.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	69
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CARTER ELEMENTARY SCHOOL



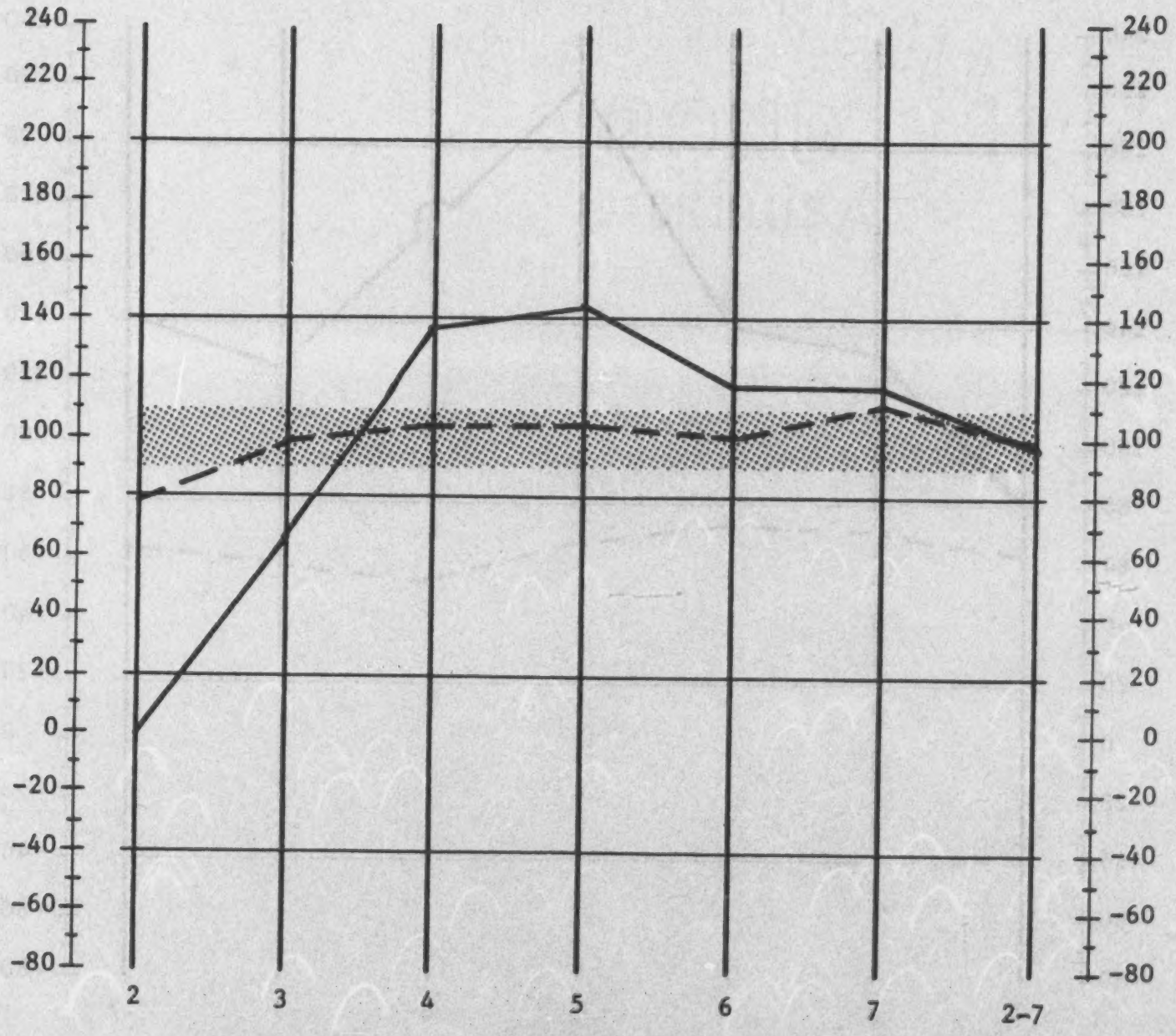
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	10	5	7	1	7	
Predicted	4	6	6	6	4	6	106
Grade level (April, 1971):							$1.64*
Actual	2.2	3.2	3.4	4.3	4.4	5.0	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	74
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CASCADE ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

Effective and acceptable level of performance

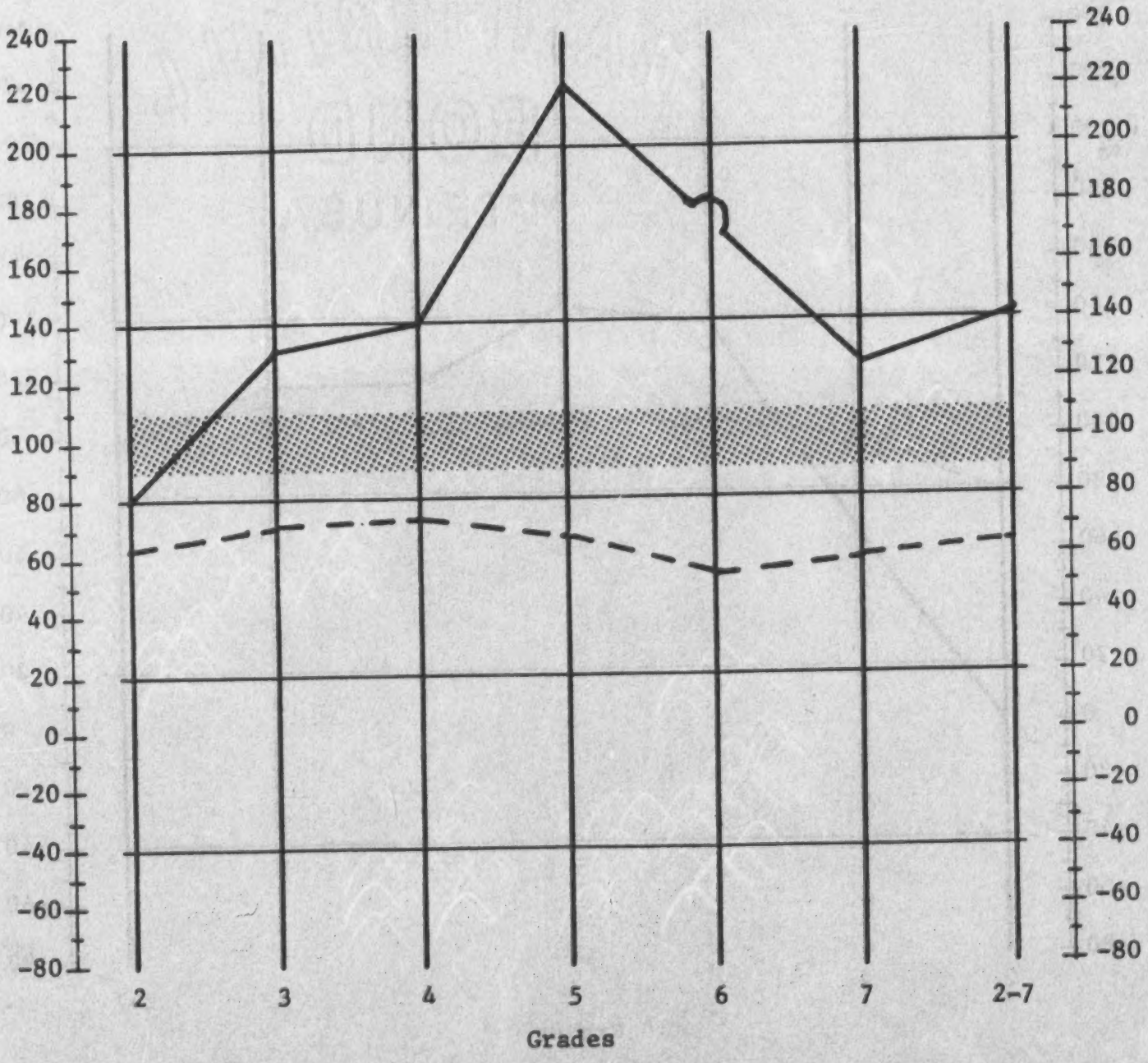
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	0	4	11	10	7	7	
Predicted	5	6	8	7	6	6	97
Grade level (April, 1971):							
Actual	2.1	3.6	4.8	5.8	6.5	8.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	98
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.00*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CENTER HILL ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

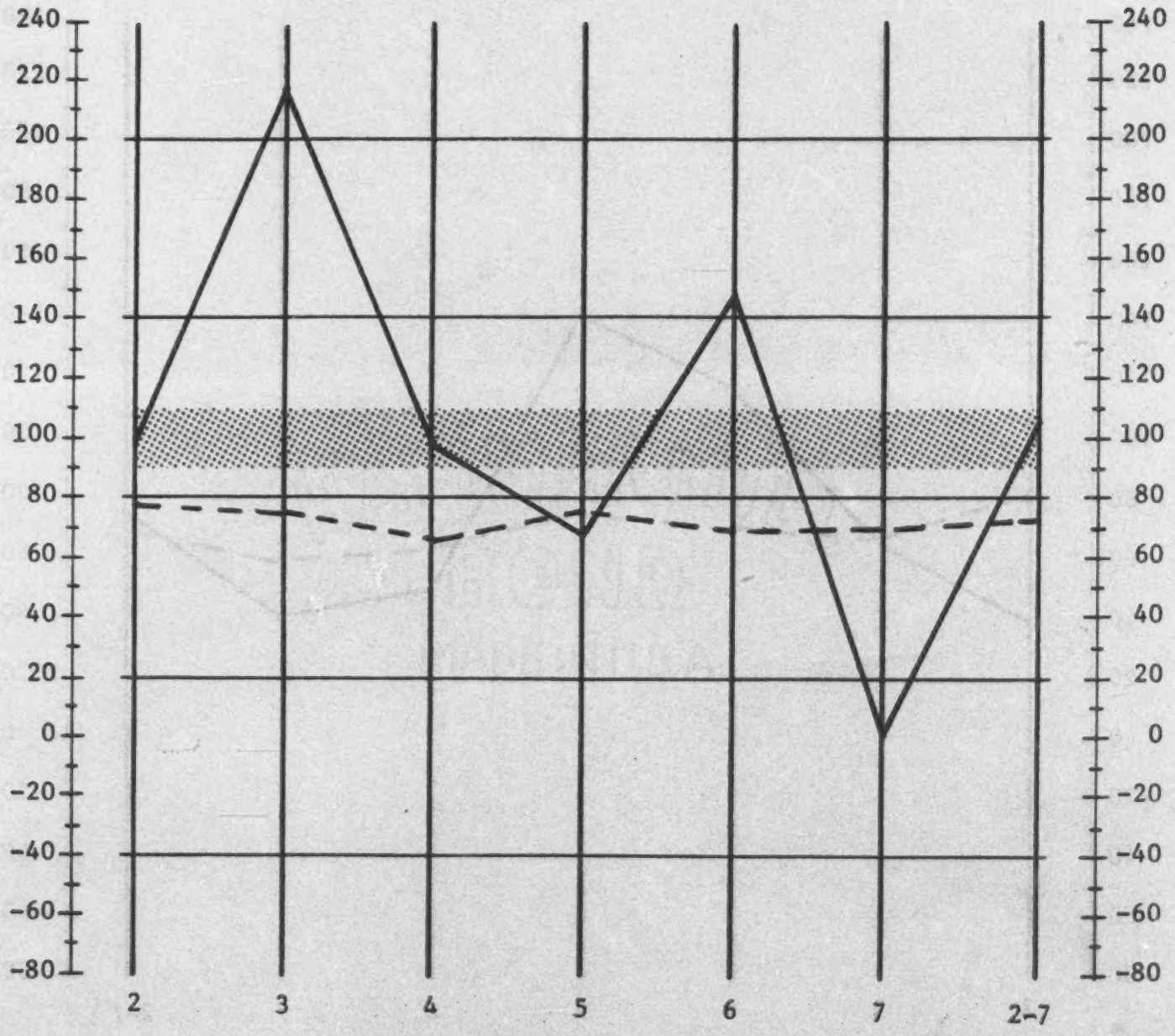
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	8	7	9	7	5	
Predicted	5	6	5	4	-1	4	141
Grade level (April, 1971):							$0.06*
Actual	1.7	2.6	3.4	3.9	3.7	4.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	65
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CHATTAHOOCHEE ELEMENTARY SCHOOL



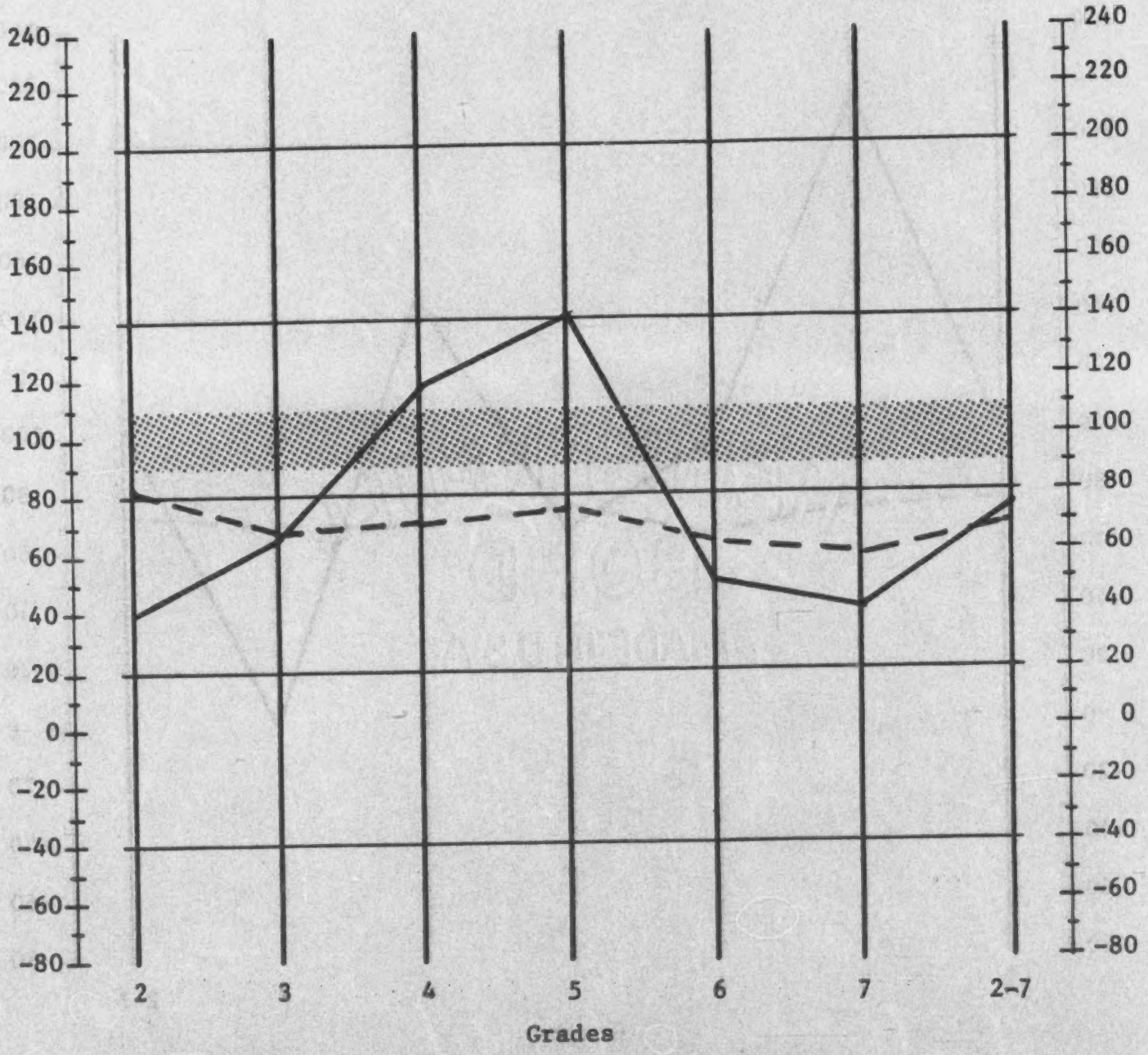
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	13	5	4	3	0	
Predicted	5	6	5	6	2	3	106
Grade level (April, 1971):							$0.00*
Actual	2.1	2.8	3.2	4.3	4.6	5.4	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	73
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CLEMENT ELEMENTARY SCHOOL



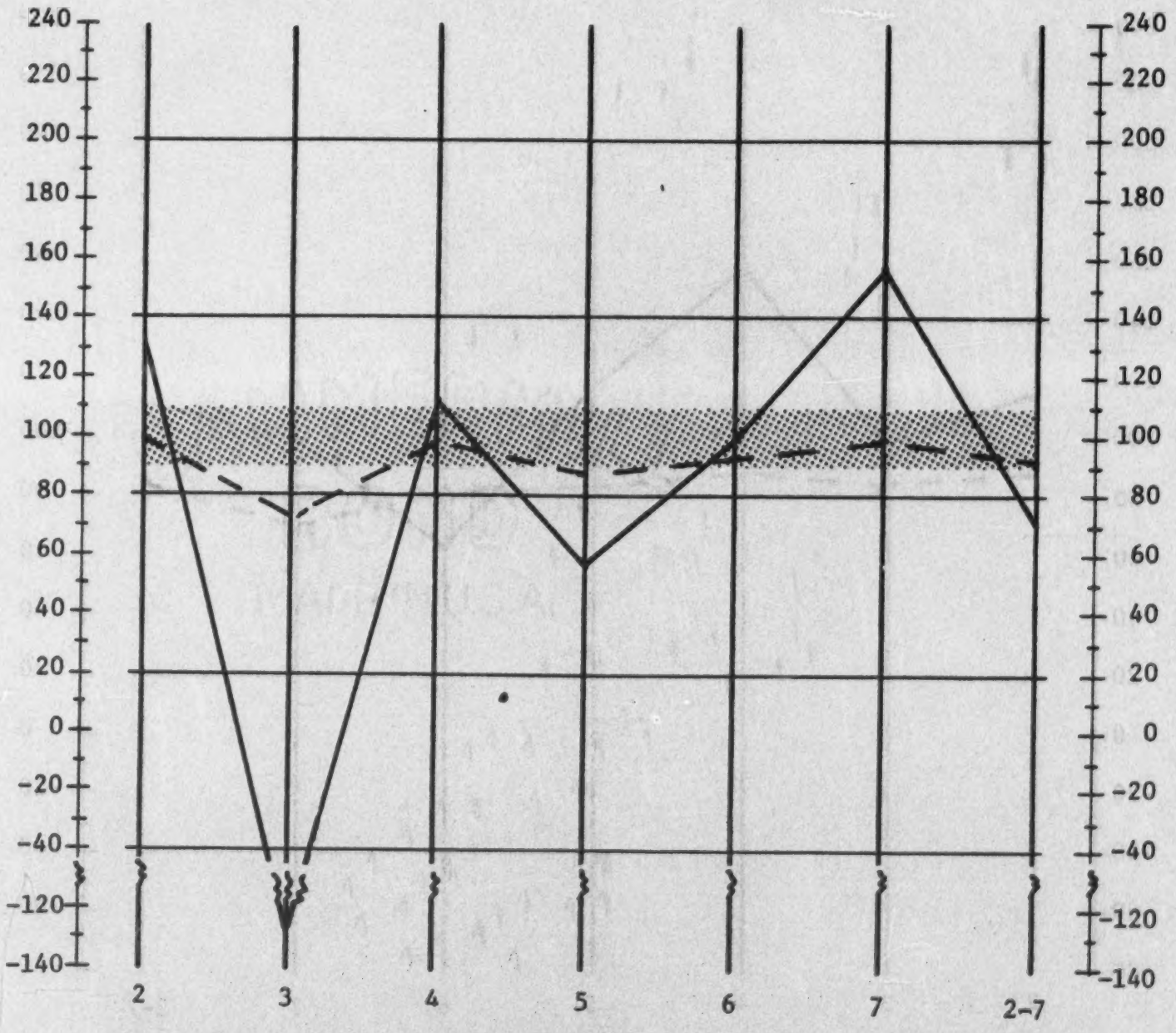
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	2	4	7	7	2	2	
Predicted	5	6	6	5	4	5	76
Grade level (April, 1971):							$0.00*
Actual	2.2	2.5	3.3	4.3	4.3	4.8	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	70
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CLEVELAND ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

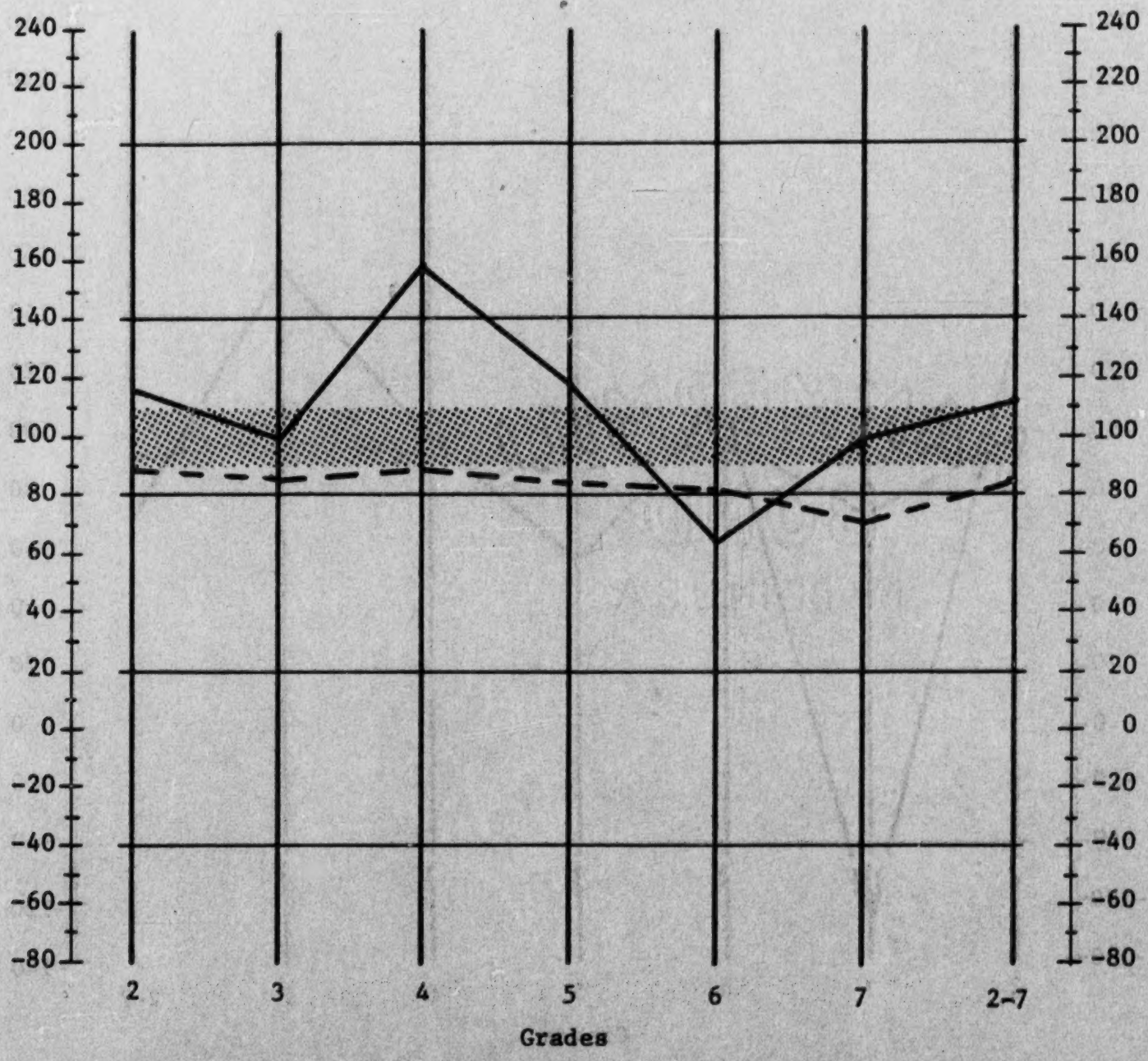
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	8	-5	9	4	8	11	
Predicted	6	4	8	7	8	7	72
Grade level (April, 1971):							
Actual	2.7	2.8	4.6	5.0	6.2	7.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	92
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.01*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

COLLIER HEIGHTS ELEMENTARY SCHOOL



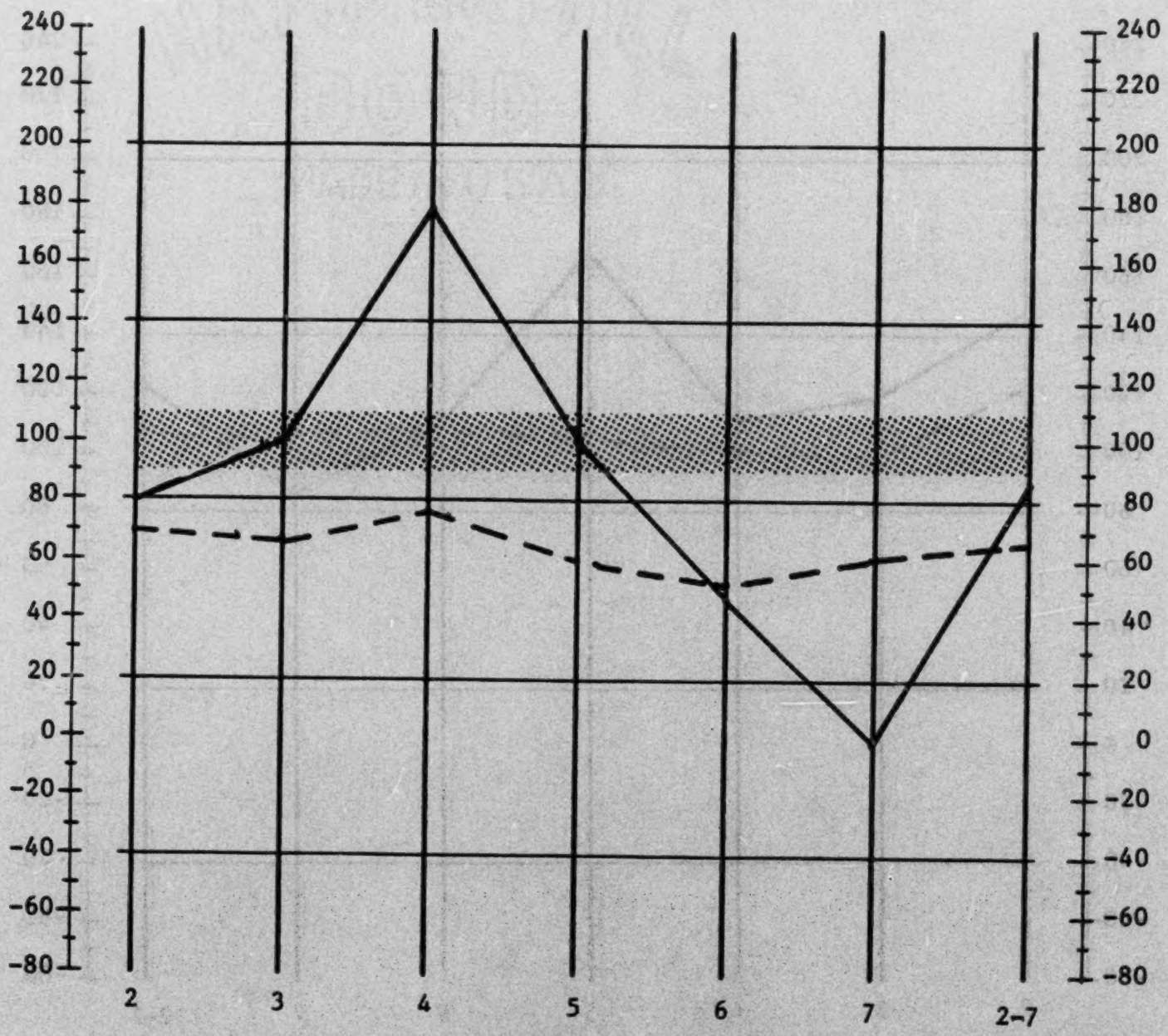
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	7	6	13	7	4	7		
Predicted	6	6	8	6	6	7	111	
Grade level (April, 1971):								$0.01*
Actual	2.4	3.2	4.2	4.8	5.4	5.7		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	84	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CONNALLY ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

- - - Index of attainment of acceptable level

▒▒▒ Effective and acceptable level of performance

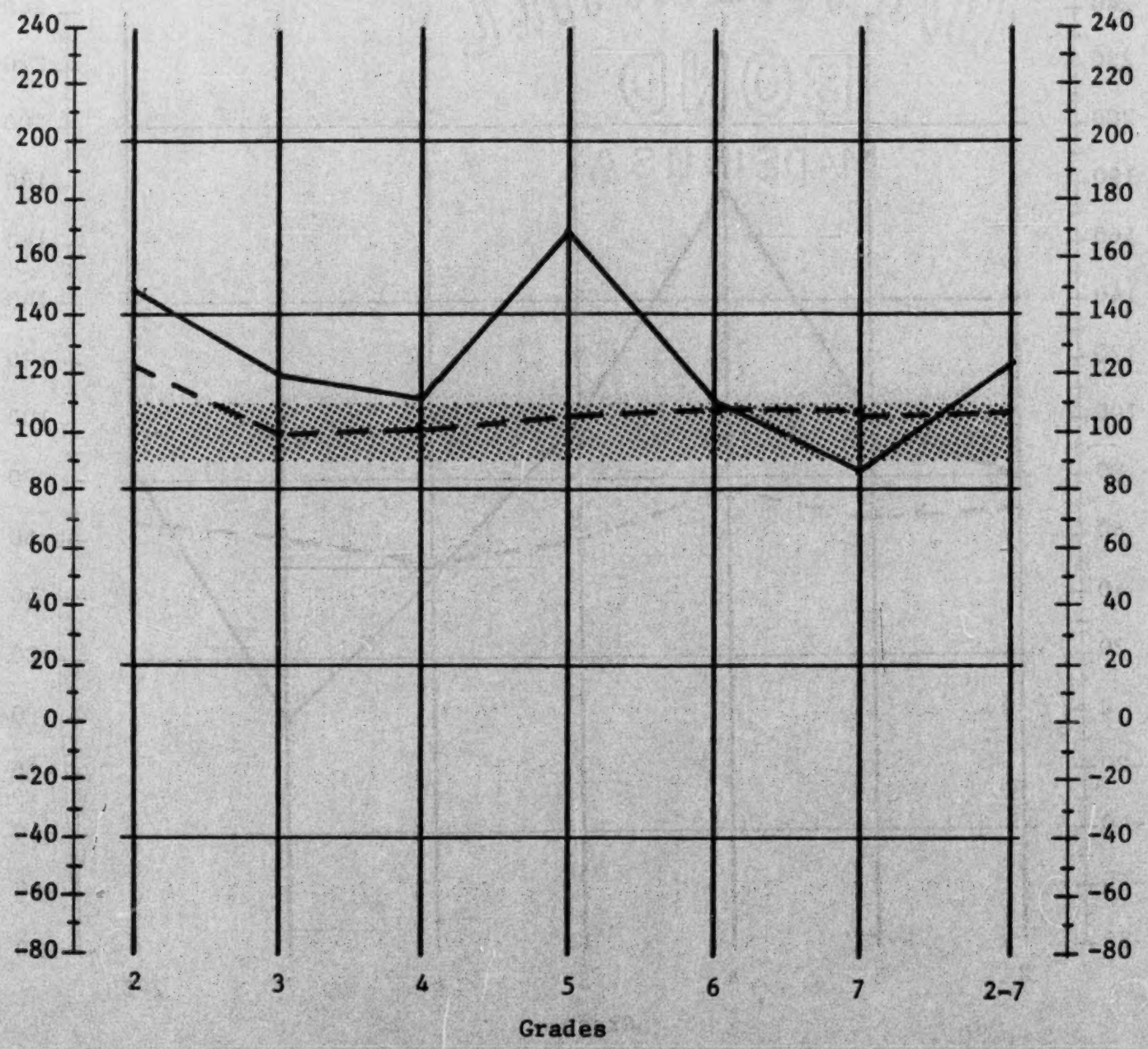
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	5	9	4	1	0	
Predicted	5	5	5	4	2	4	85
Grade level (April, 1971):							
Actual	1.9	2.5	3.6	3.6	3.7	4.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	66
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.04*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CONTINENTAL COLONY ELEMENTARY SCHOOL

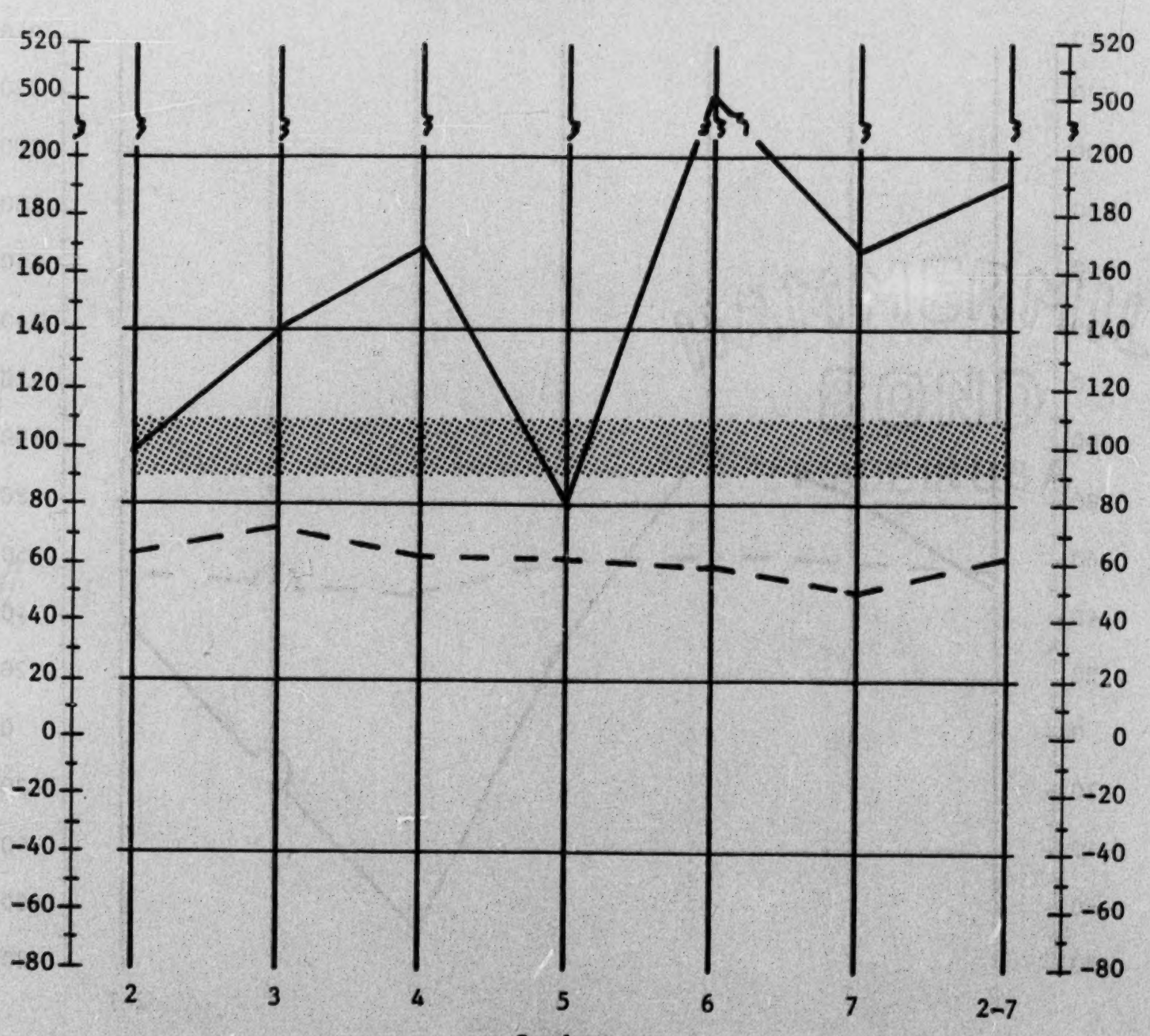


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	9	6	9	12	10	6	
Predicted	6	5	8	7	9	7	125
Grade level (April, 1971):							$0.01*
Actual	3.3	3.6	4.8	6.0	7.2	8.2	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	107
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

COOK ELEMENTARY SCHOOL



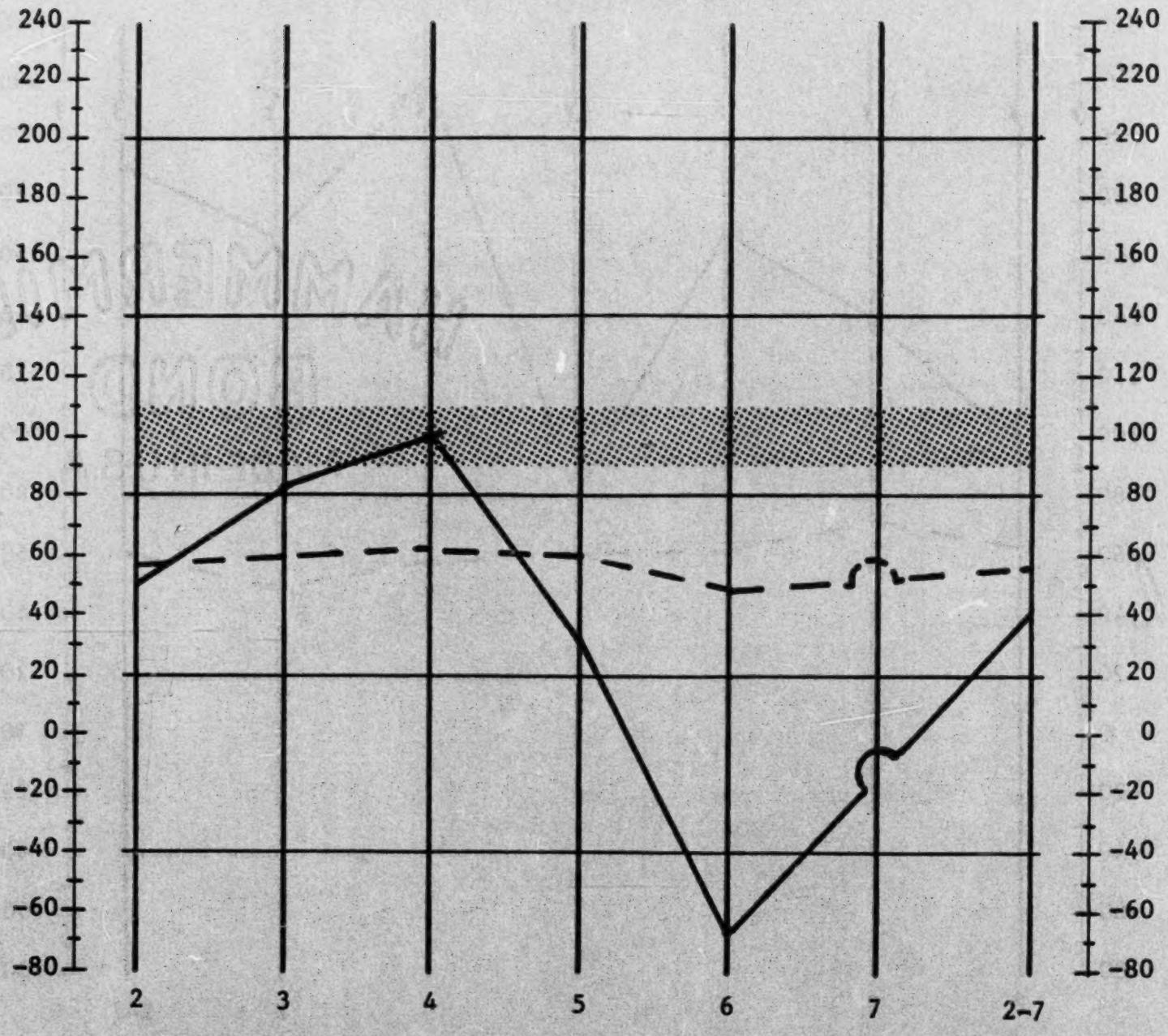
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	4	7	5	4	5	5		
Predicted	4	5	3	5	1	3	192	
Grade level (April, 1971):								$0.58*
Actual	1.7	2.7	3.0	3.6	4.1	3.9		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	63	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

COOPER STREET ELEMENTARY SCHOOL

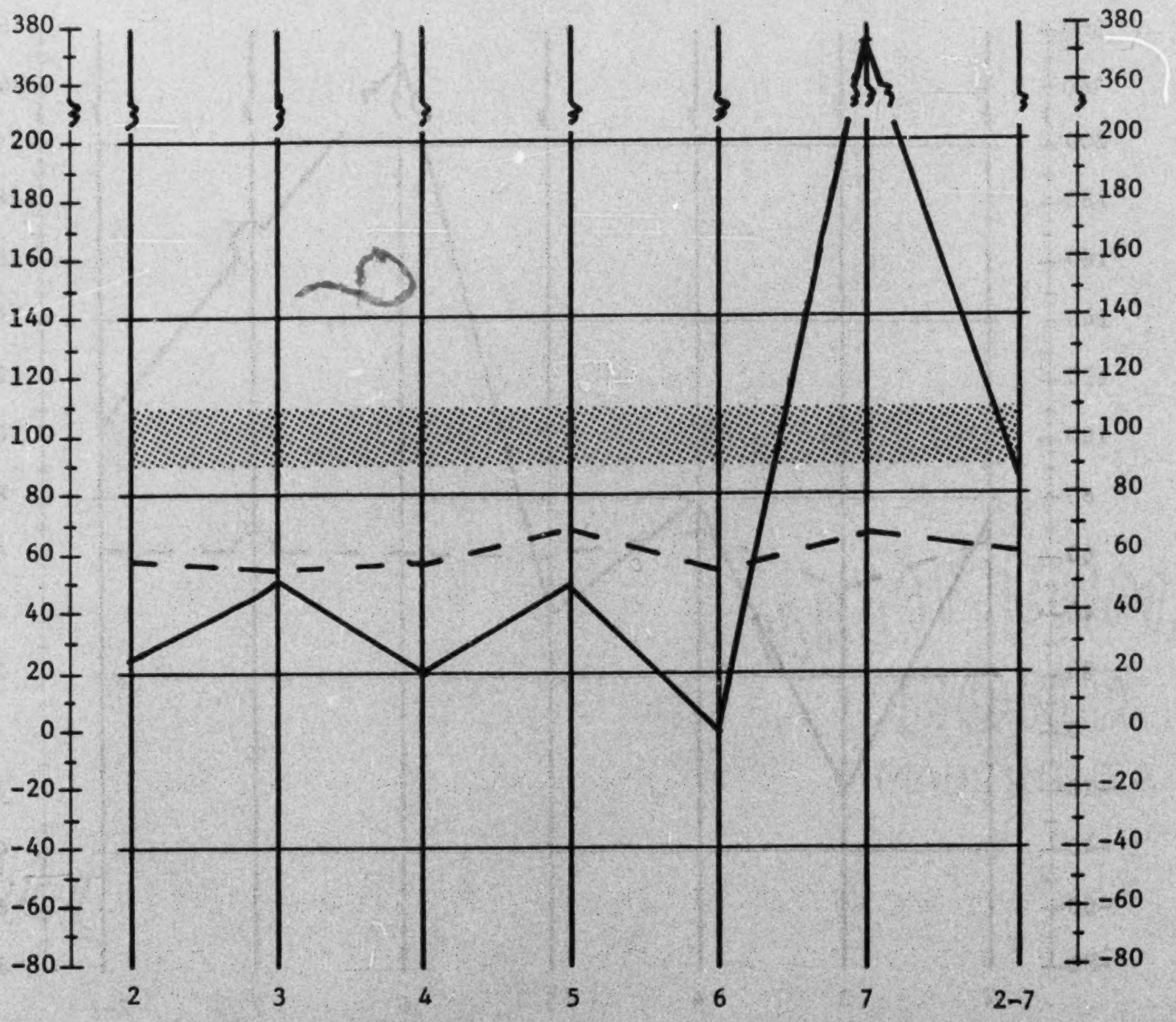


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	2	5	6	2	-2	---	
Predicted	4	6	6	6	3	---	40
Grade level (April, 1971):							$15.70*
Actual	1.5	2.2	2.9	3.4	3.2	---	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	57
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CRADDOCK ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

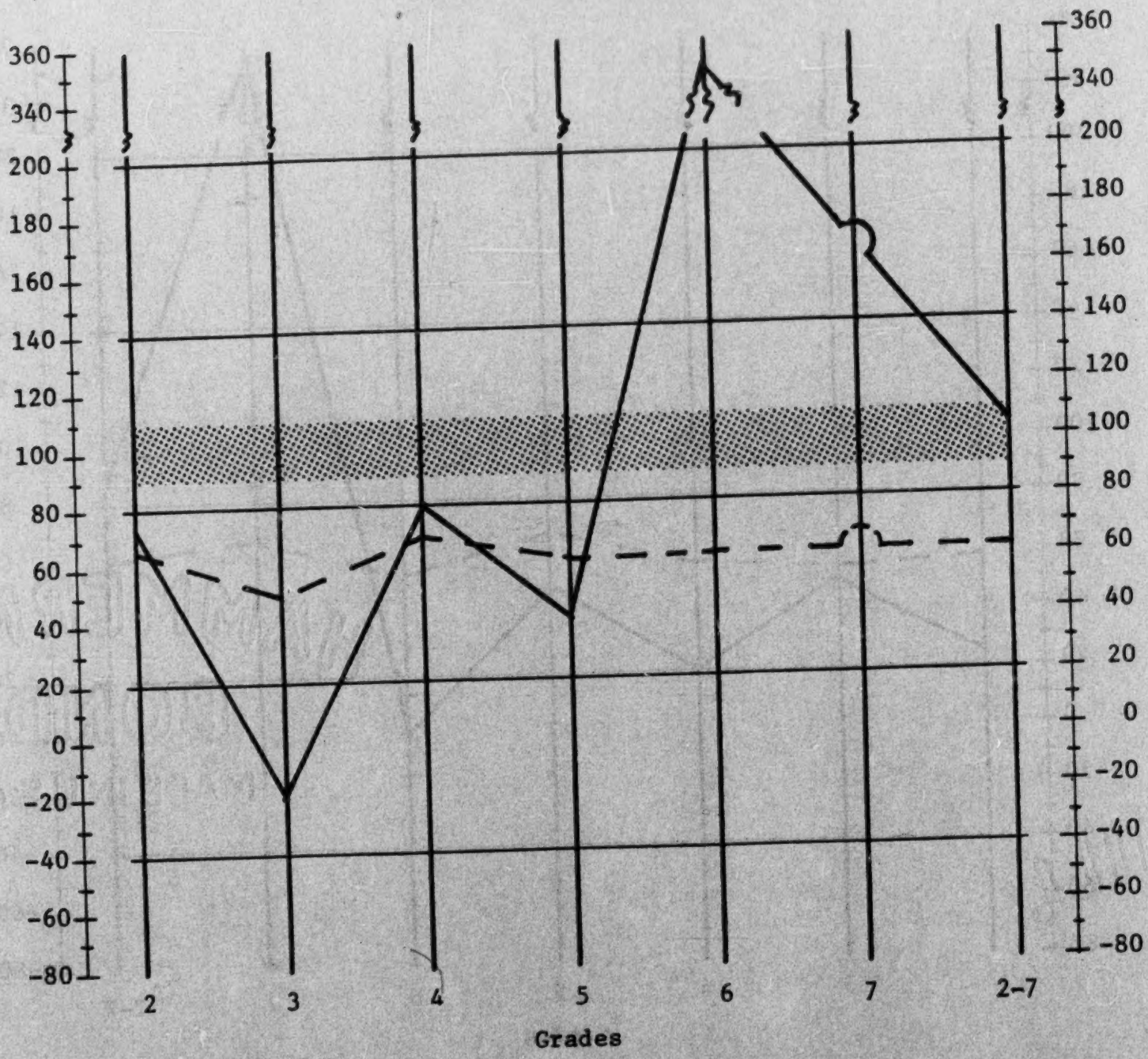
Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	.1	3	1	3	0	15		
Predicted	4	6	5	6	2	4	87	
Grade level (April, 1971):								$0.56*
Actual	1.6	2.0	2.7	3.9	3.7	5.2		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	60	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

CROGMAN ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

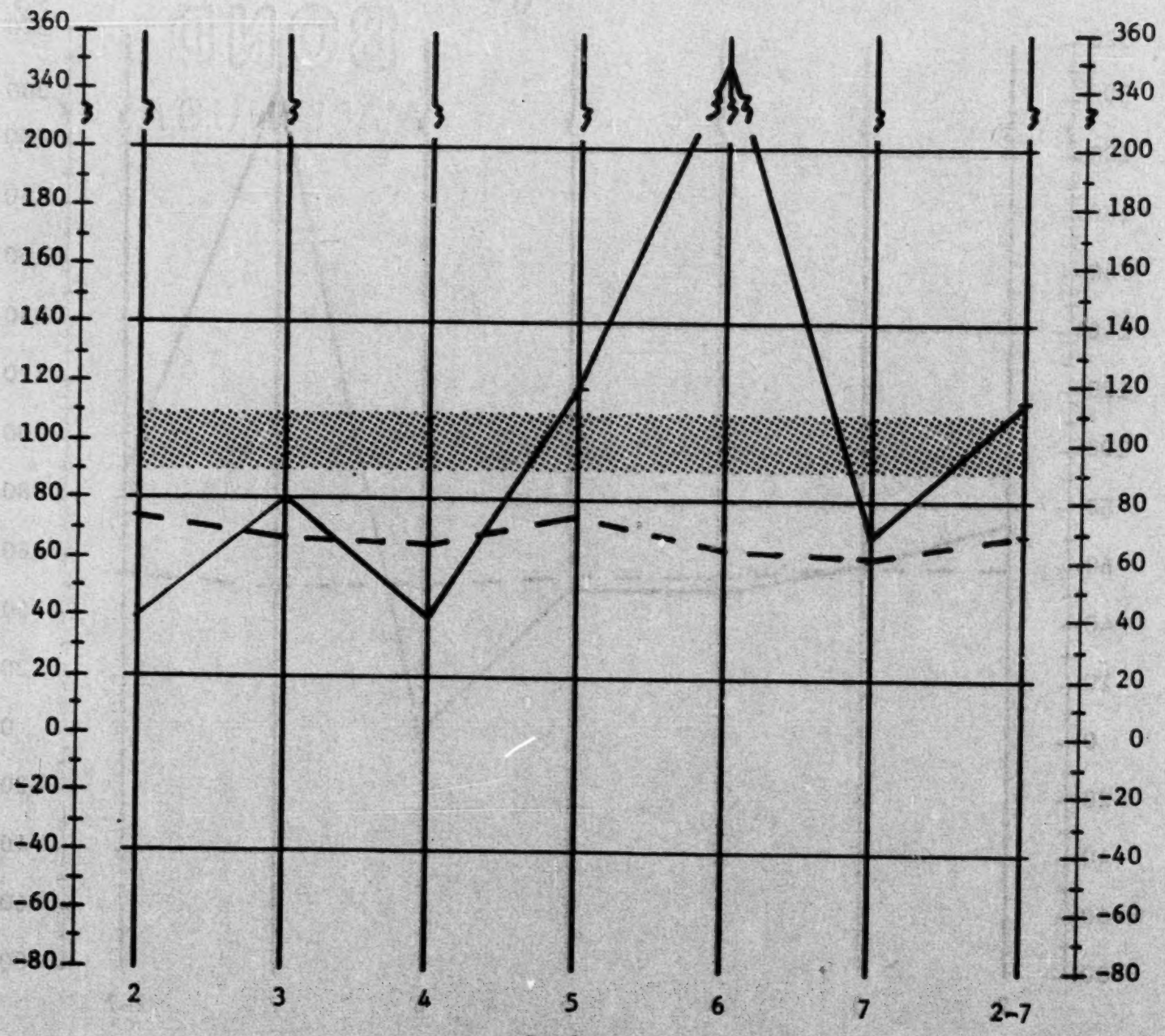
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	3	-1	4	2	7	—		
Predicted	4	5	5	5	2	---	105	
								$2.91*
Grade level (April, 1971):								
Actual	1.8	1.9	3.3	3.4	4.1	---		
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	62	
(National Norm) System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

DOBBS ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

- - - Index of attainment of acceptable level

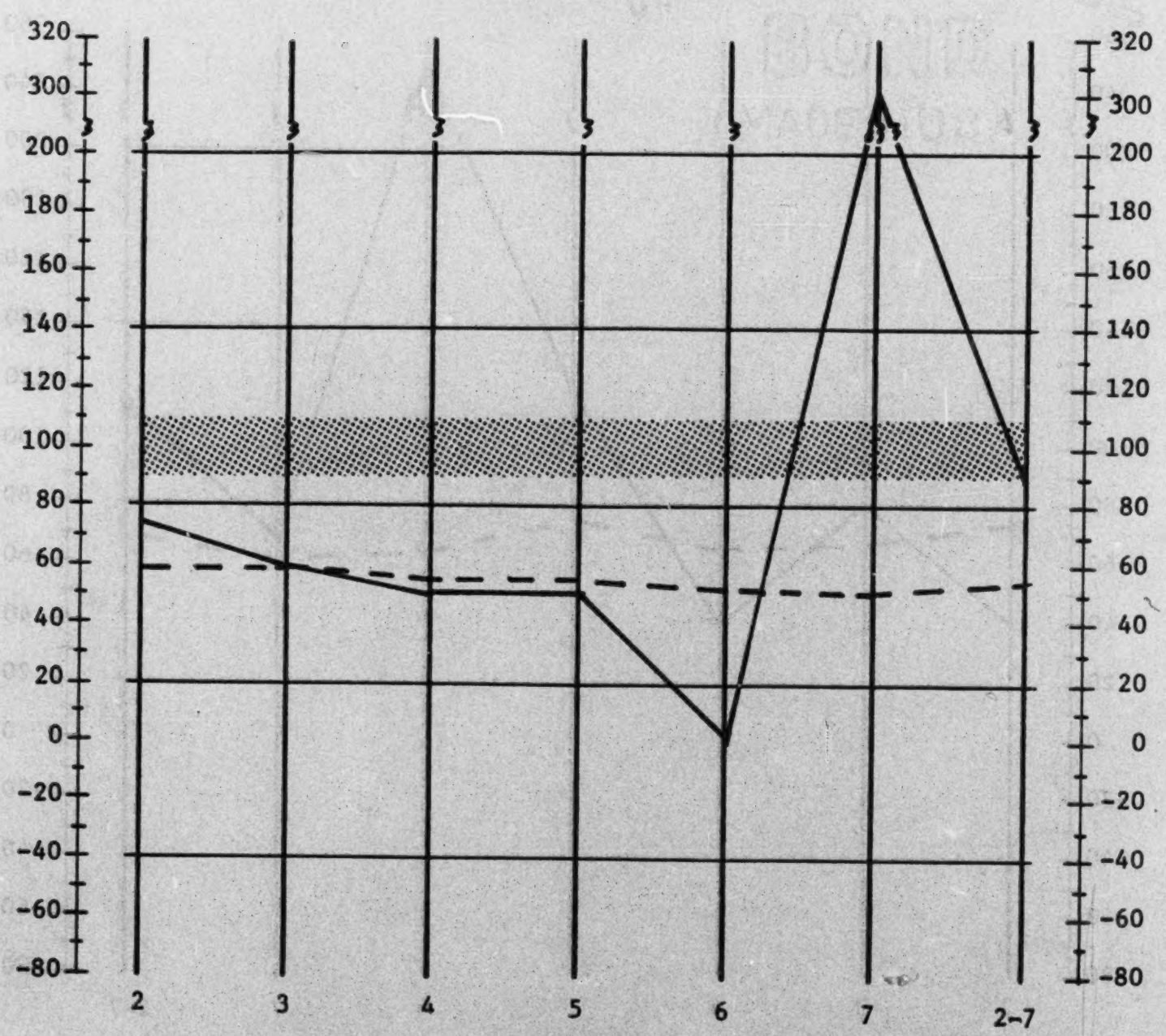
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	2	4	2	6	7	2	
Predicted	5	5	5	5	2	3	116
Grade level (April, 1971):							$0.02*
Actual	2.0	2.5	3.1	4.3	4.4	4.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	69
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

DUNBAR ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

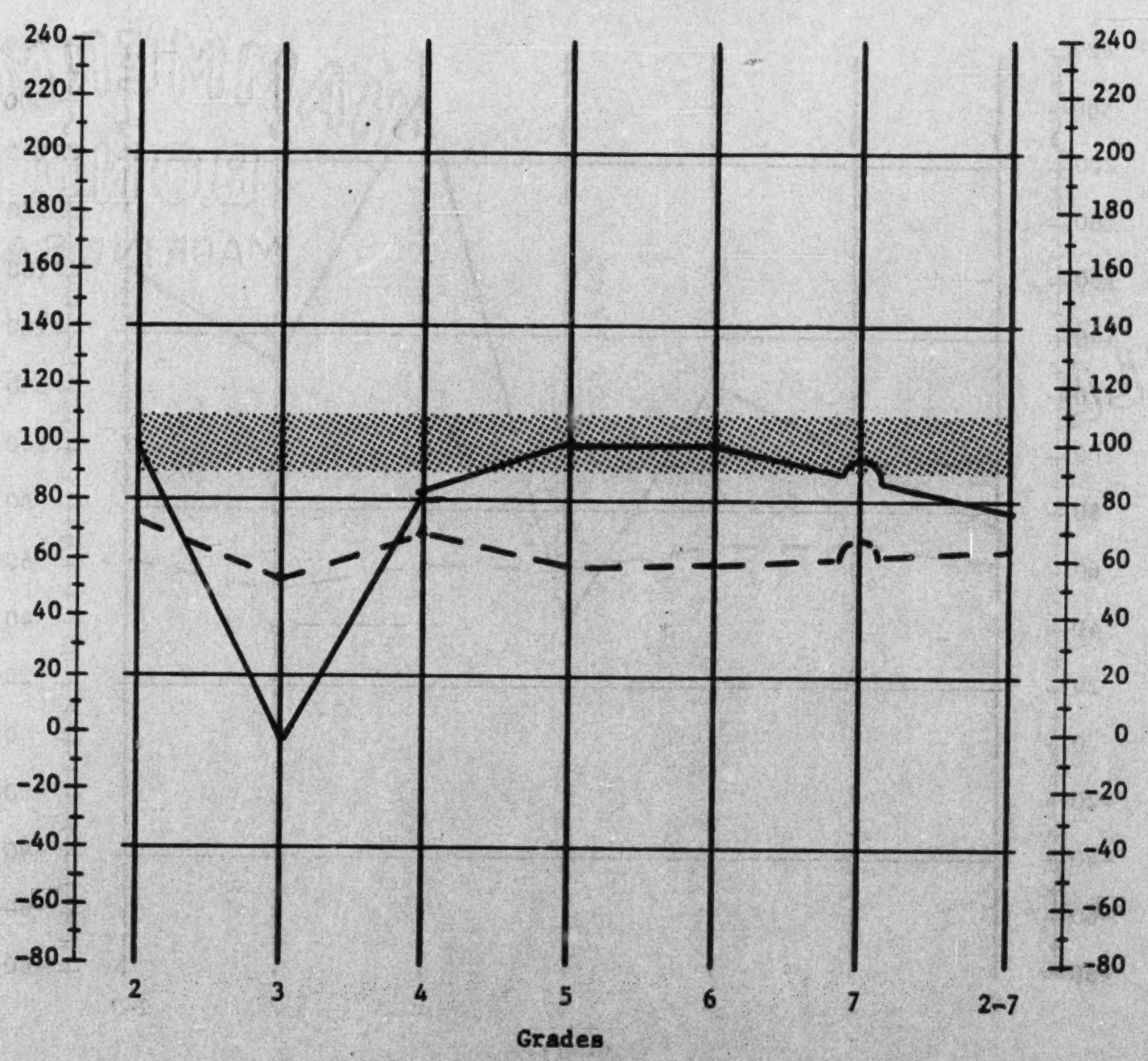
Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	3	3	2	2	0	9	
Predicted	4	5	4	4	2	3	89
Grade level (April, 1971):							$1.59*
Actual	1.6	2.2	2.6	3.2	3.6	4.1	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	56
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

EAST LAKE ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

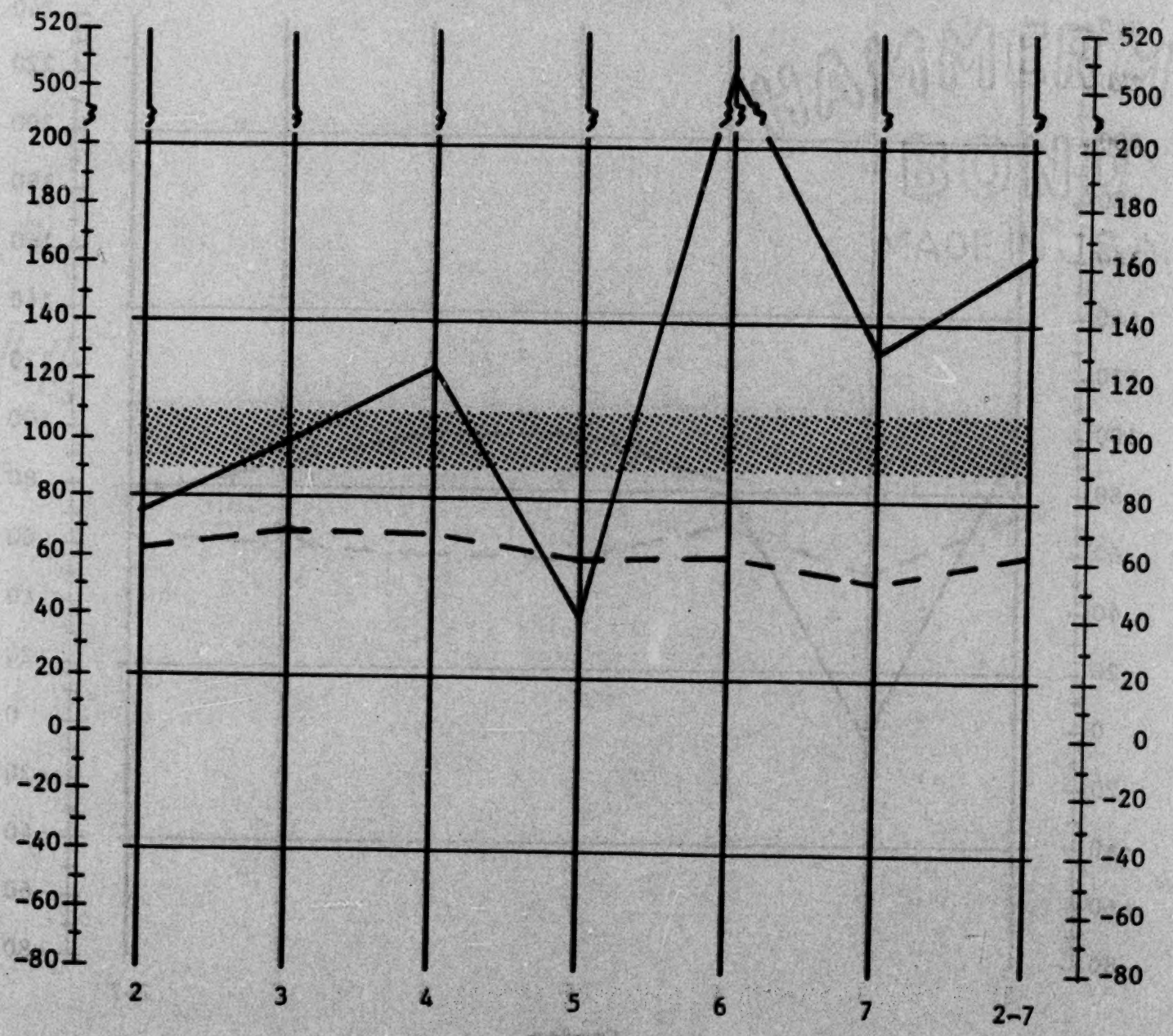
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	0	5	4	4	—	
Predicted	5	5	6	4	4	—	77
Grade level (April, 1971):							
Actual	2.0	2.0	3.4	3.6	4.3	—	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	65
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.00*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

ENGLISH AVENUE ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

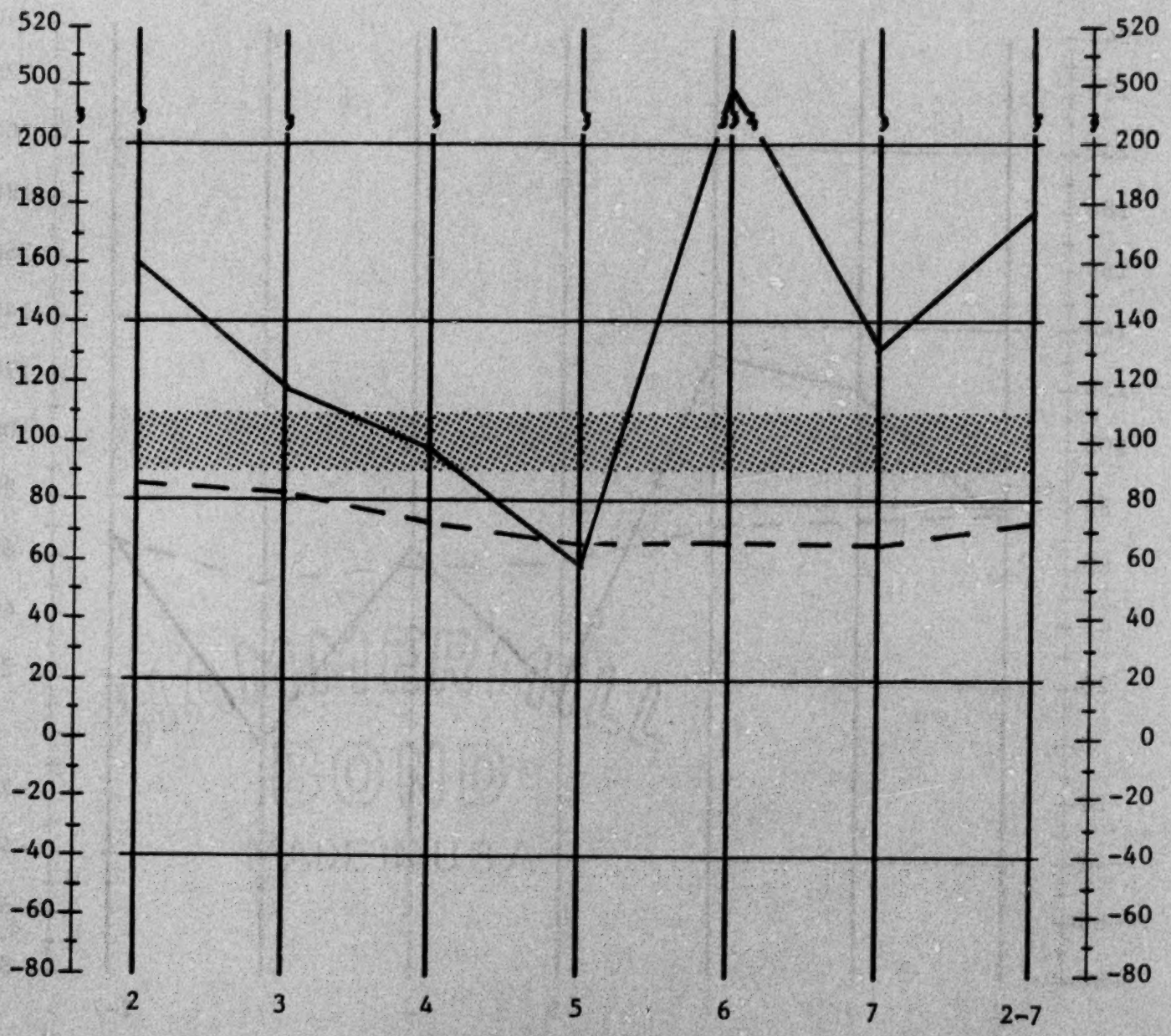
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	3	6	5	2	5	4	
Predicted	4	6	4	5	1	3	162
Grade level (April, 1971):							
Actual	1.7	2.5	3.2	3.4	4.1	4.3	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	63
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.73*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

FAIN ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

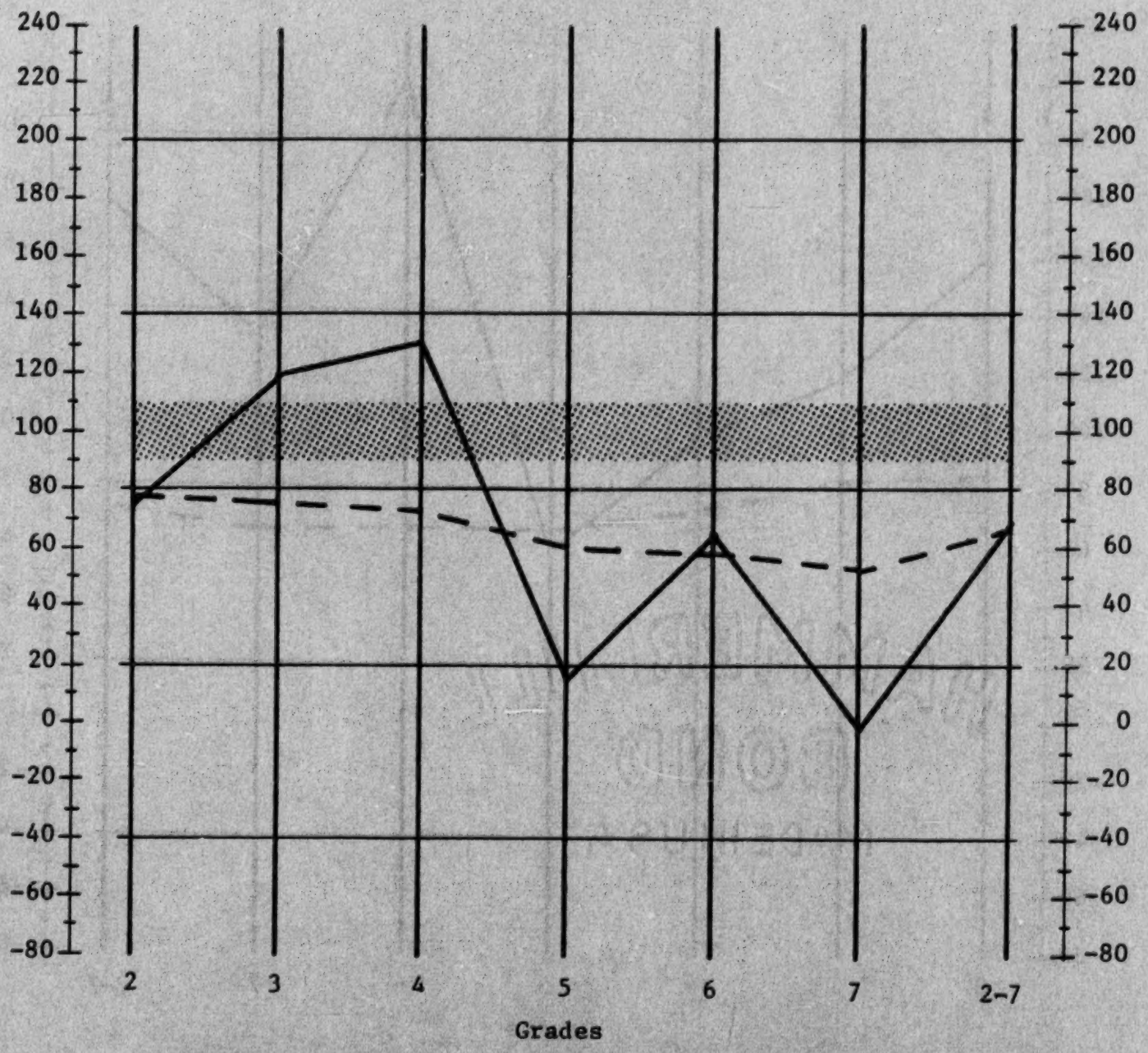
Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	8	7	5	3	5	4	
Predicted	5	6	5	5	1	3	178
Grade level (April, 1971):							$0.00*
Actual	2.3	3.0	3.5	3.7	4.4	5.0	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	73
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

FINCH ELEMENTARY SCHOOL



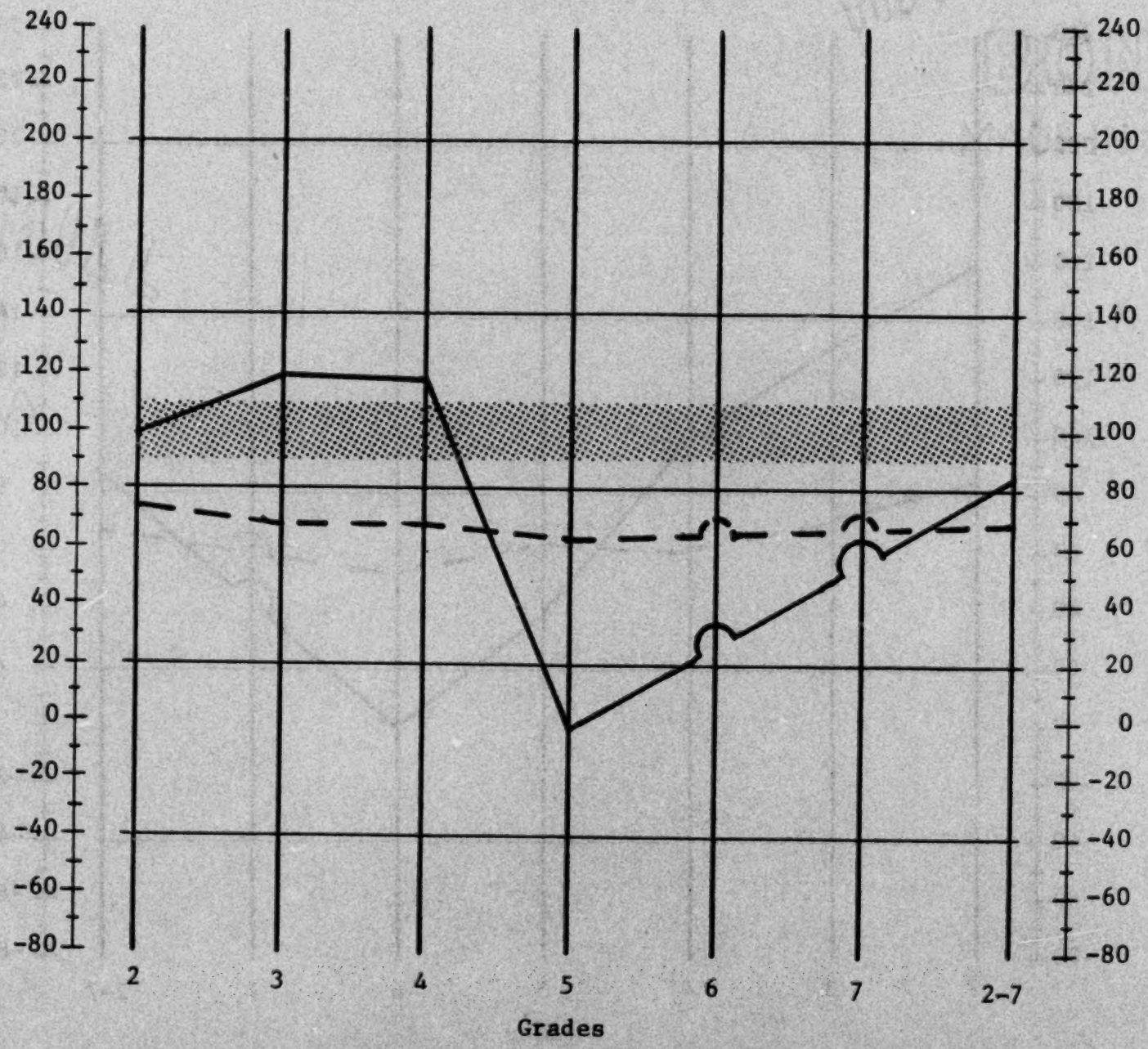
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	3	6	8	1	2	0		
Predicted	4	5	6	6	3	6	69	
Grade level (April, 1971):								$1.84*
Actual	2.1	2.8	3.4	3.7	4.1	4.3		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	68	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

FORREST ELEMENTARY SCHOOL



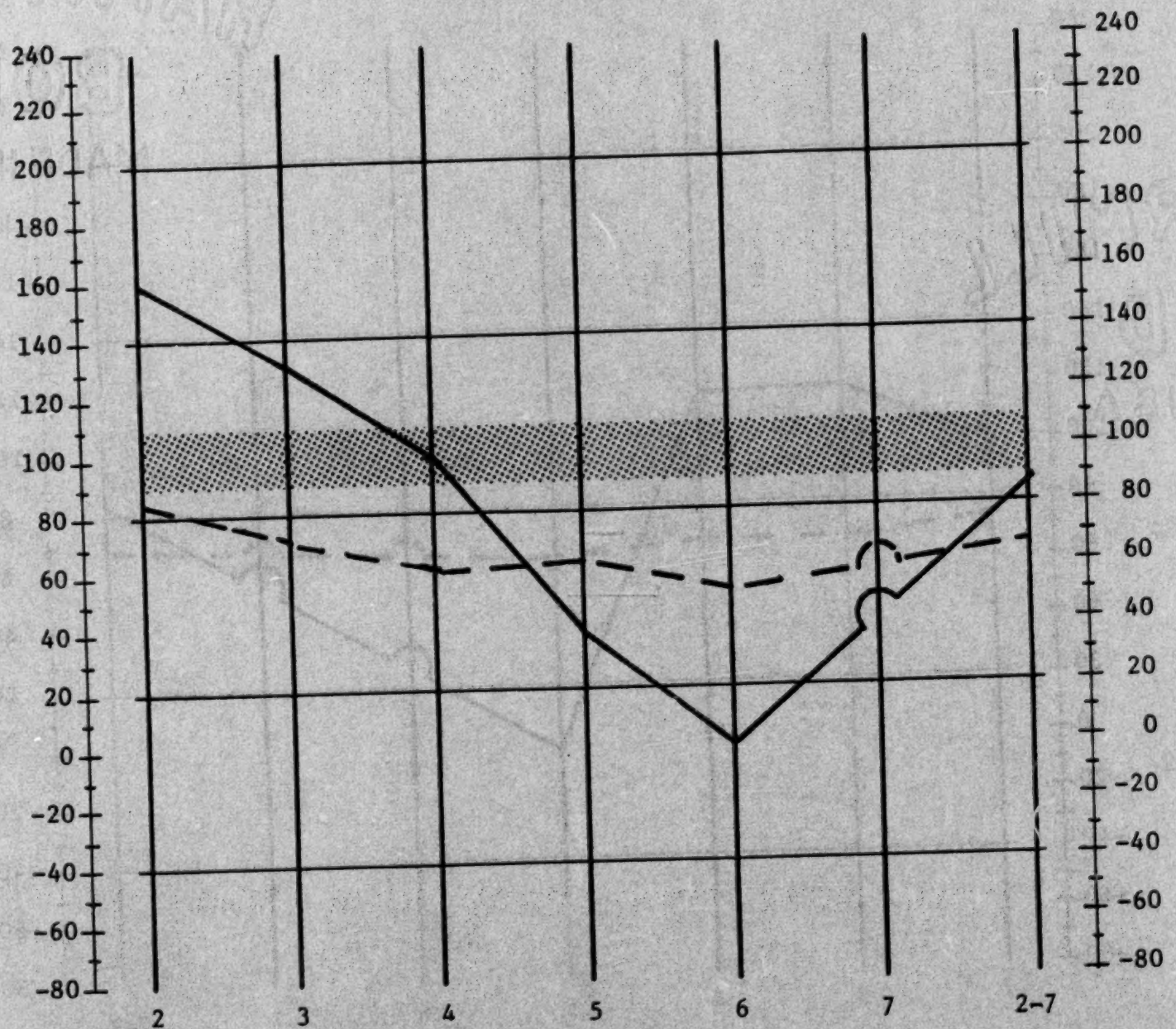
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	6	7	0	---	---	
Predicted	4	5	6	6	---	---	84
Grade level (April, 1971):							$1.11*
Actual	2.0	2.5	3.2	3.7	---	---	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	69
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

FOUNTAIN ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

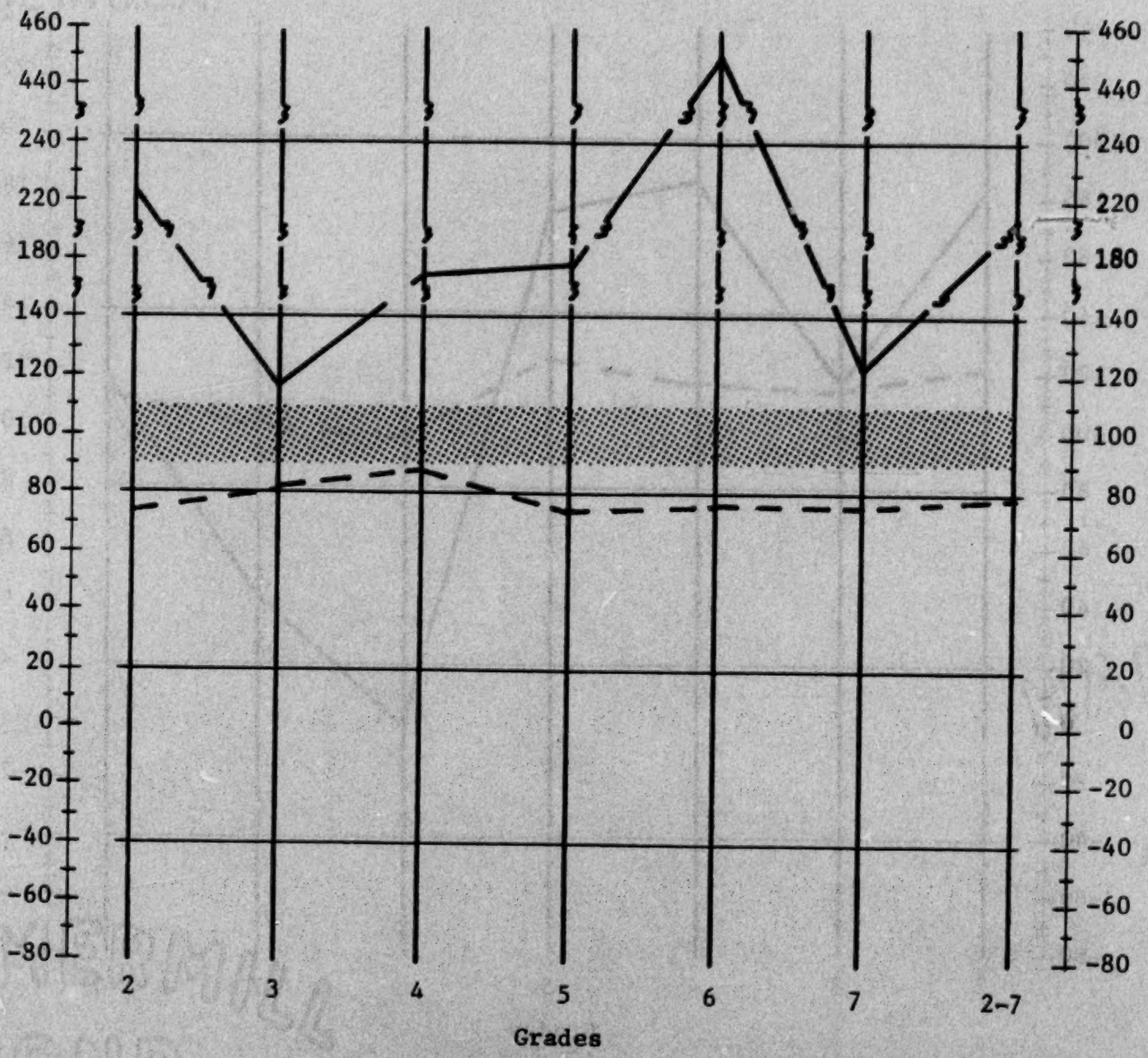
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	8	8	5	2	0	---	
Predicted	5	6	5	5	2	---	87
							$0.41*
Grade level (April, 1971):							
Actual	2.3	2.7	2.9	3.6	3.7	---	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	68
(National Norm) System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

FOWLER ELEMENTARY SCHOOL



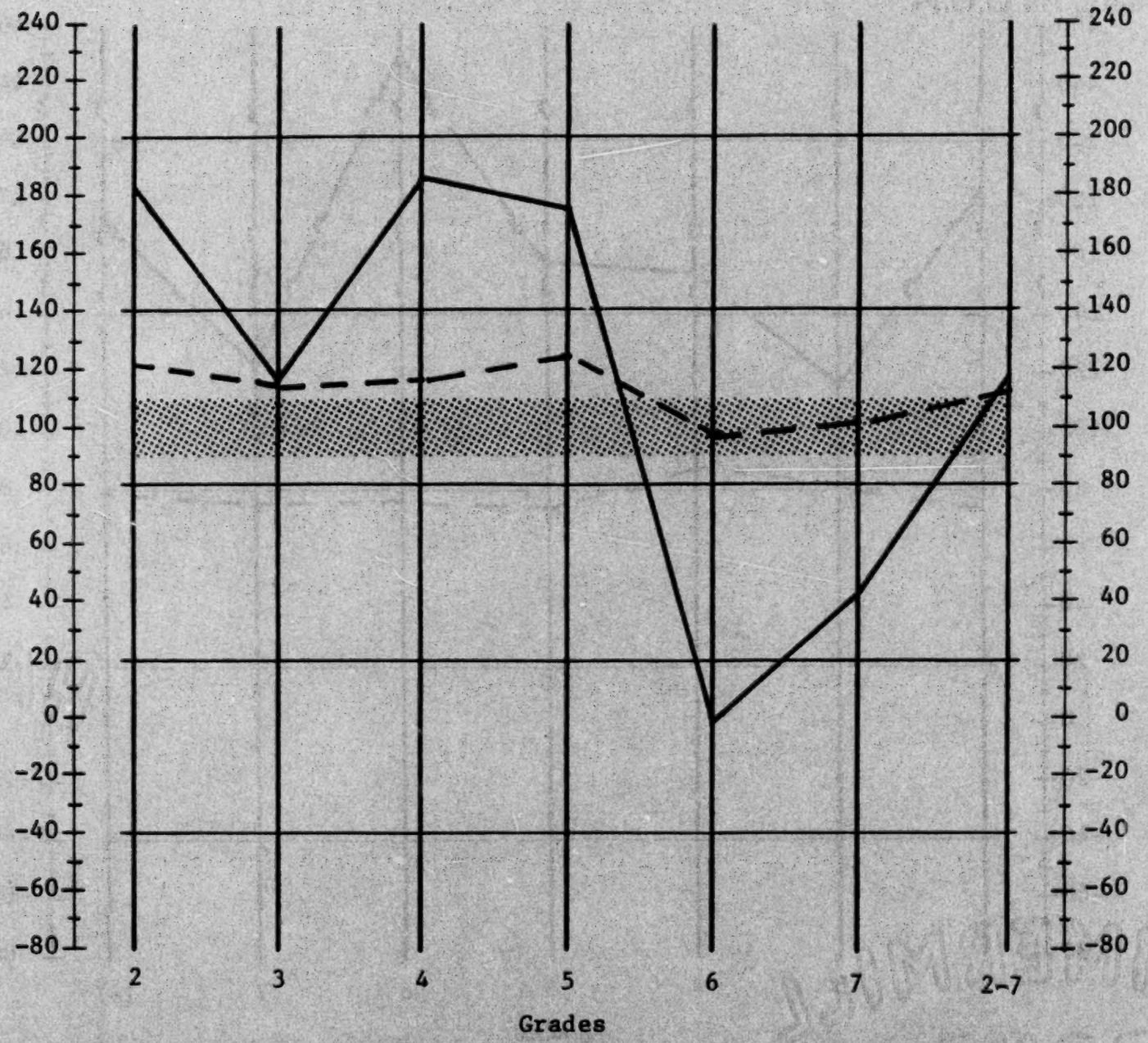
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	9	7	7	9	9	5	
Predicted	4	6	4	5	2	4	212
Grade level (April, 1971):							
Actual	2.0	3.0	4.1	4.3	5.2	5.9	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	79
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.77*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

GARDEN HILLS ELEMENTARY SCHOOL



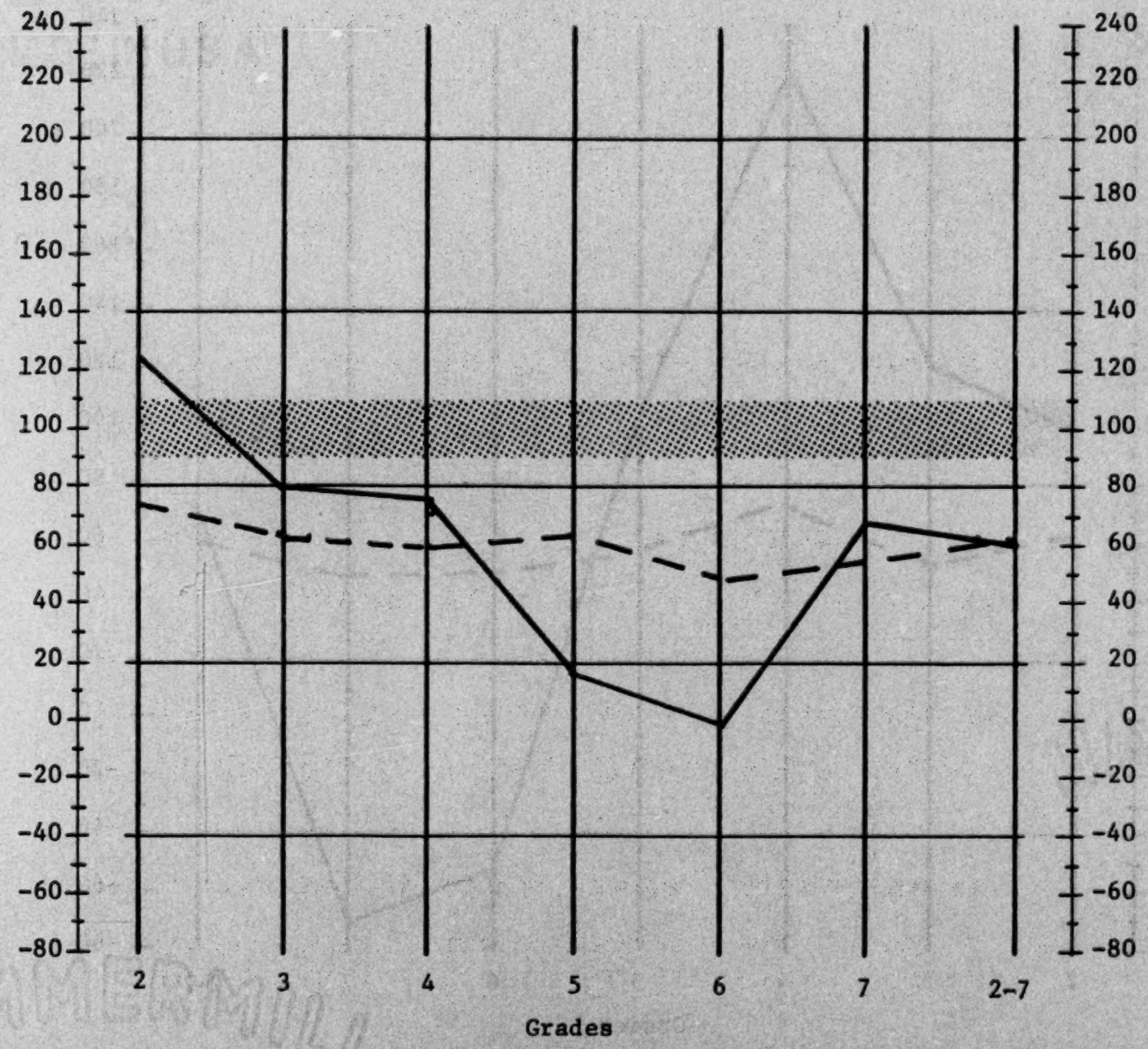
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	11	7	15	16	0	3	
Predicted	6	6	8	9	9	7	118
Grade level (April, 1971):							$0.00*
Actual	3.3	4.3	5.4	7.2	6.5	7.9	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	113
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

GIDEONS ELEMENTARY SCHOOL



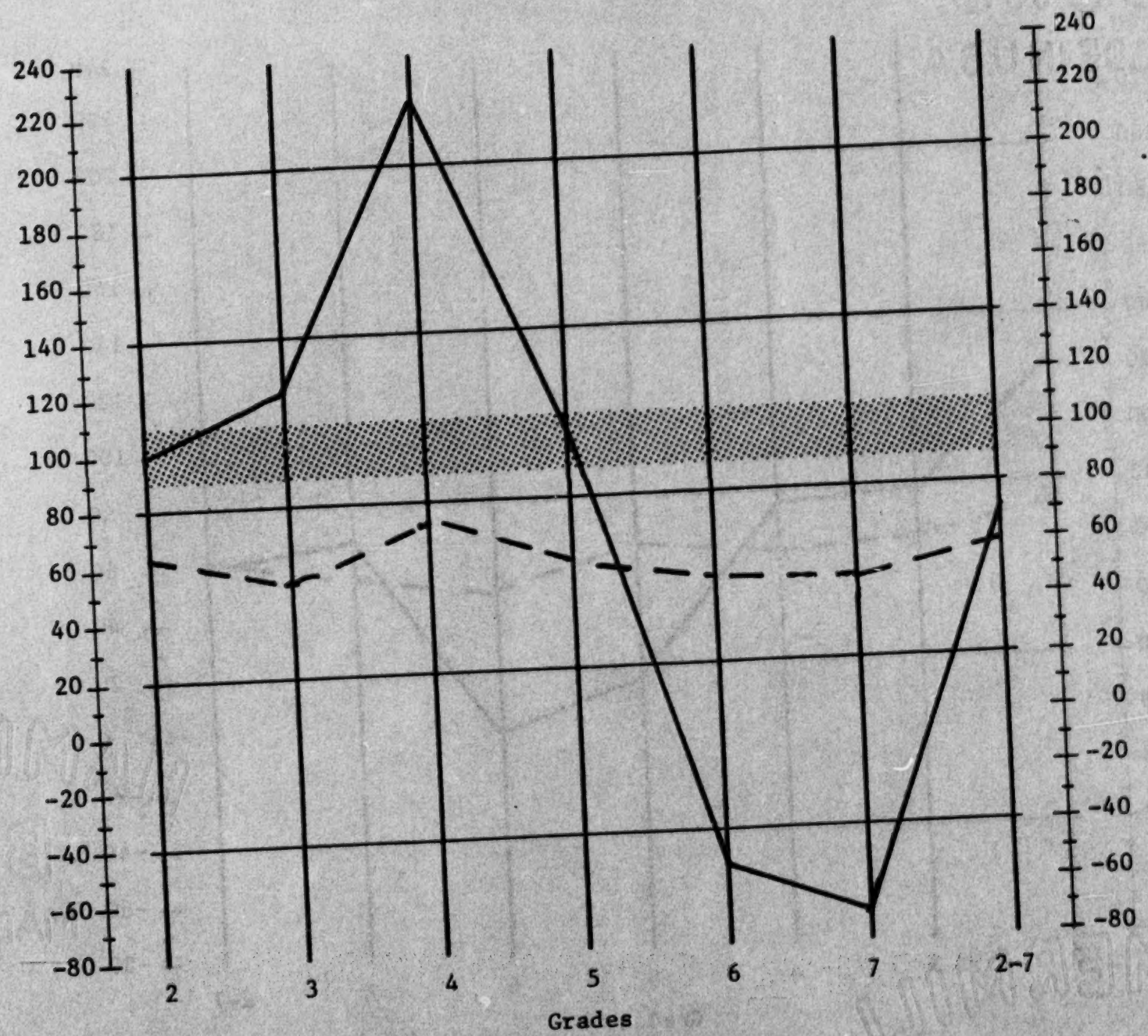
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	5	4	3	1	0	2		
Predicted	4	5	4	6	1	3	61	
Grade level (April, 1971):								$3.68*
Actual	2.0	2.4	2.9	3.7	3.4	4.3		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	62	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

GILBERT ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

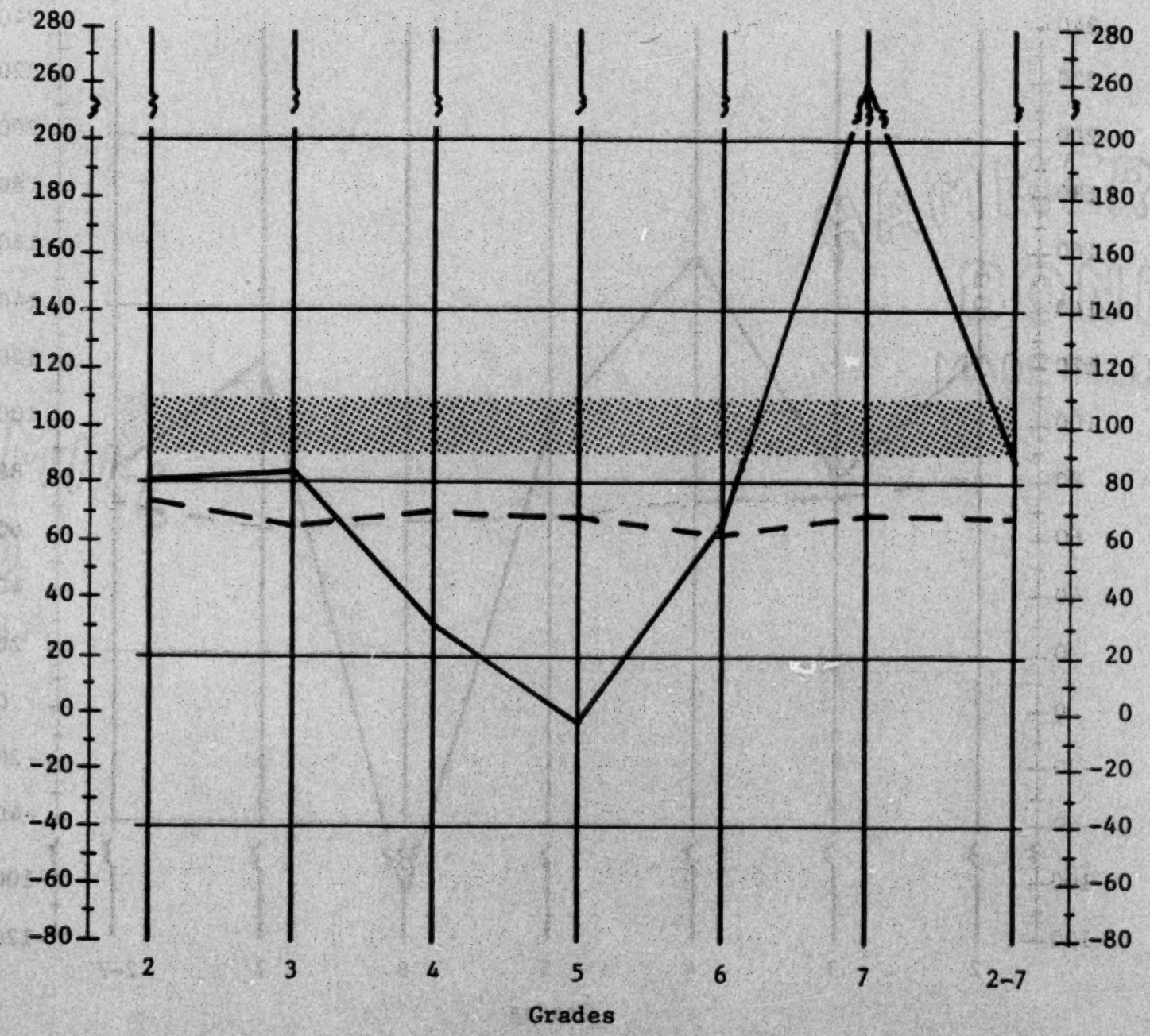
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	5	6	9	4	-1	-2		
Predicted	5	5	4	4	2	3	71	$1.72*
Grade level (April, 1971):								
Actual	1.7	2.0	3.5	3.4	3.6	4.1		
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	60	
(National Norm) System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

GOLDSMITH ELEMENTARY SCHOOL

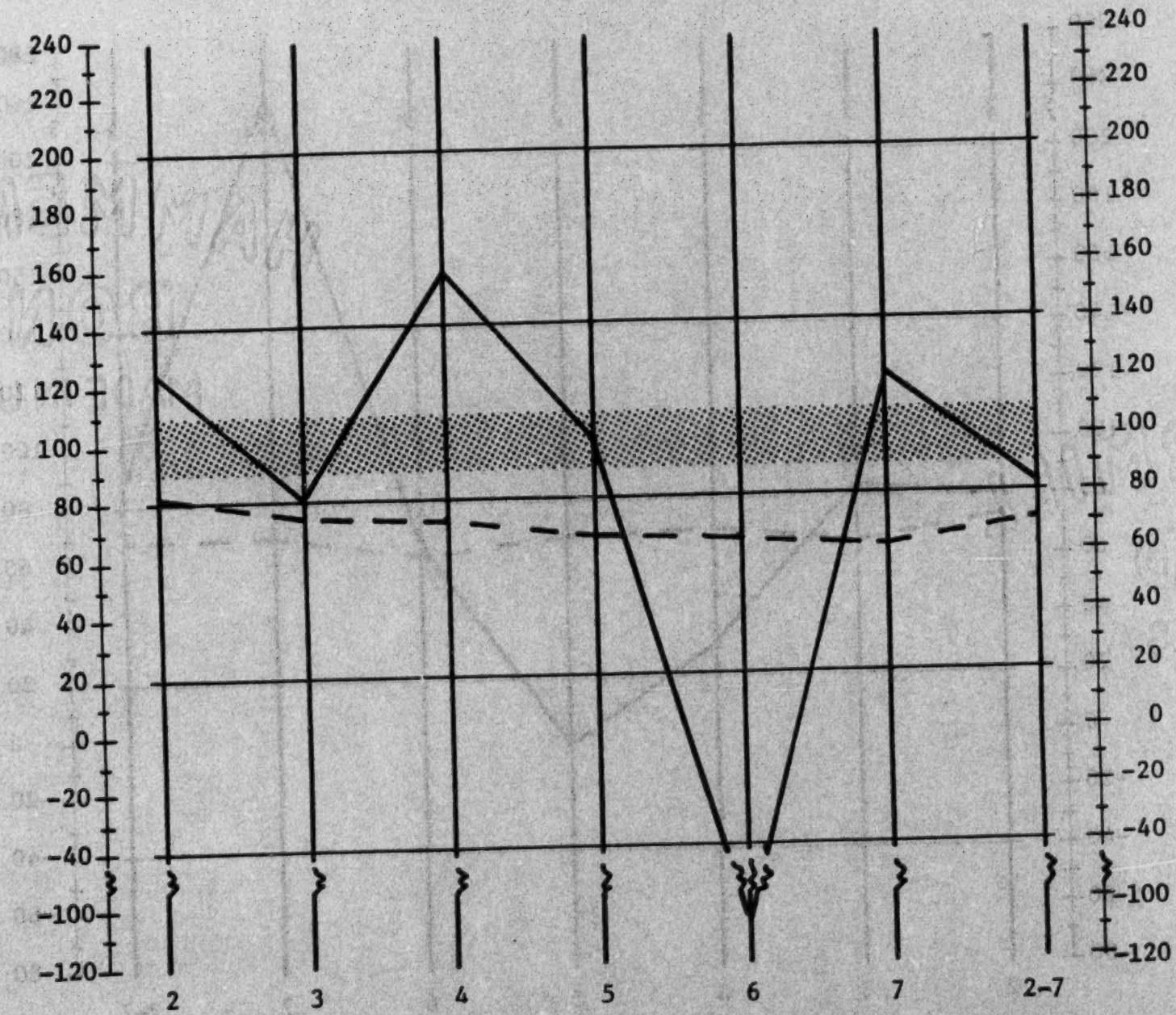


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	5	2	0	2	13	
Predicted	5	6	6	6	3	5	87
Grade level (April, 1971):							$1.91*
Actual	2.0	2.4	3.3	3.9	4.3	5.4	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	69
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

GORDON ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

- - - Index of attainment of acceptable level

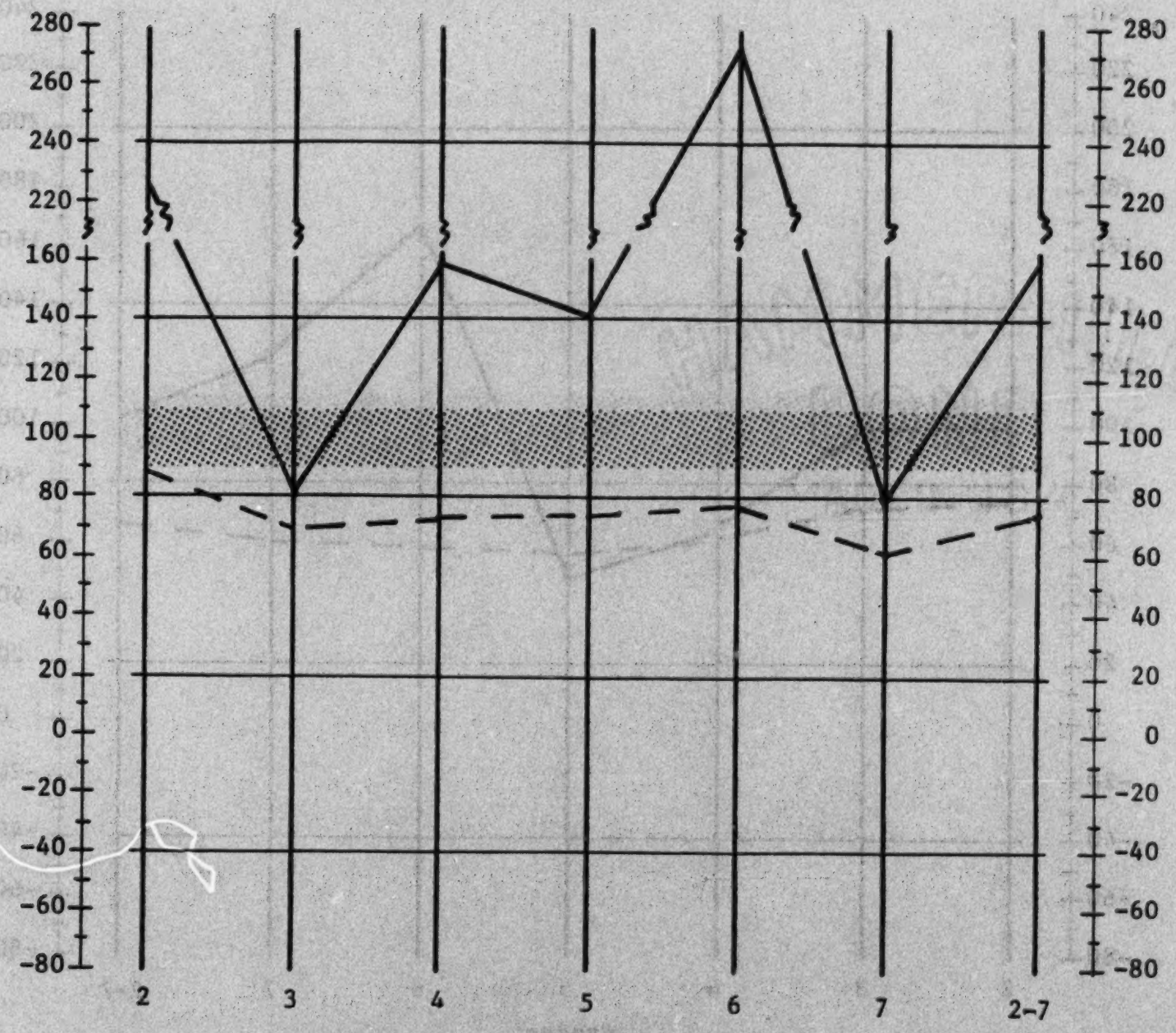
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	5	4	8	5	-4	5		
Predicted	4	5	5	5	4	4	82	
								$0.16*
Grade level (April, 1971):								
Actual	2.2	2.8	3.5	3.9	4.4	4.8		
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	71	
(National Norm)								
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

GRANT PARK ELEMENTARY SCHOOL

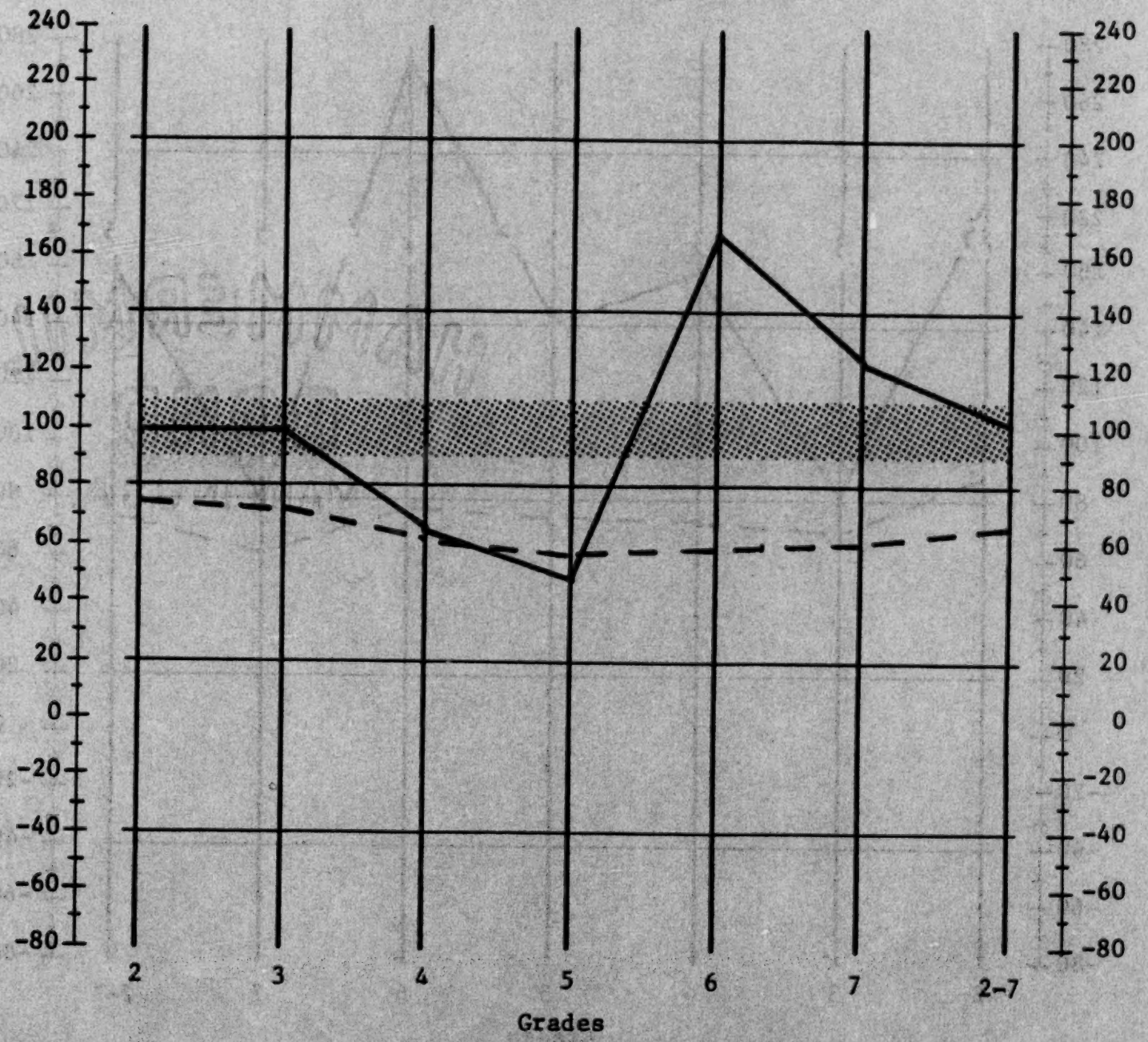


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	9	4	8	7	11	4		
Predicted	4	5	5	5	4	5	160	
Grade level (April, 1971):								$1.28*
Actual	2.4	2.6	3.5	4.3	5.2	5.0		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	75	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

GROVE PARK ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

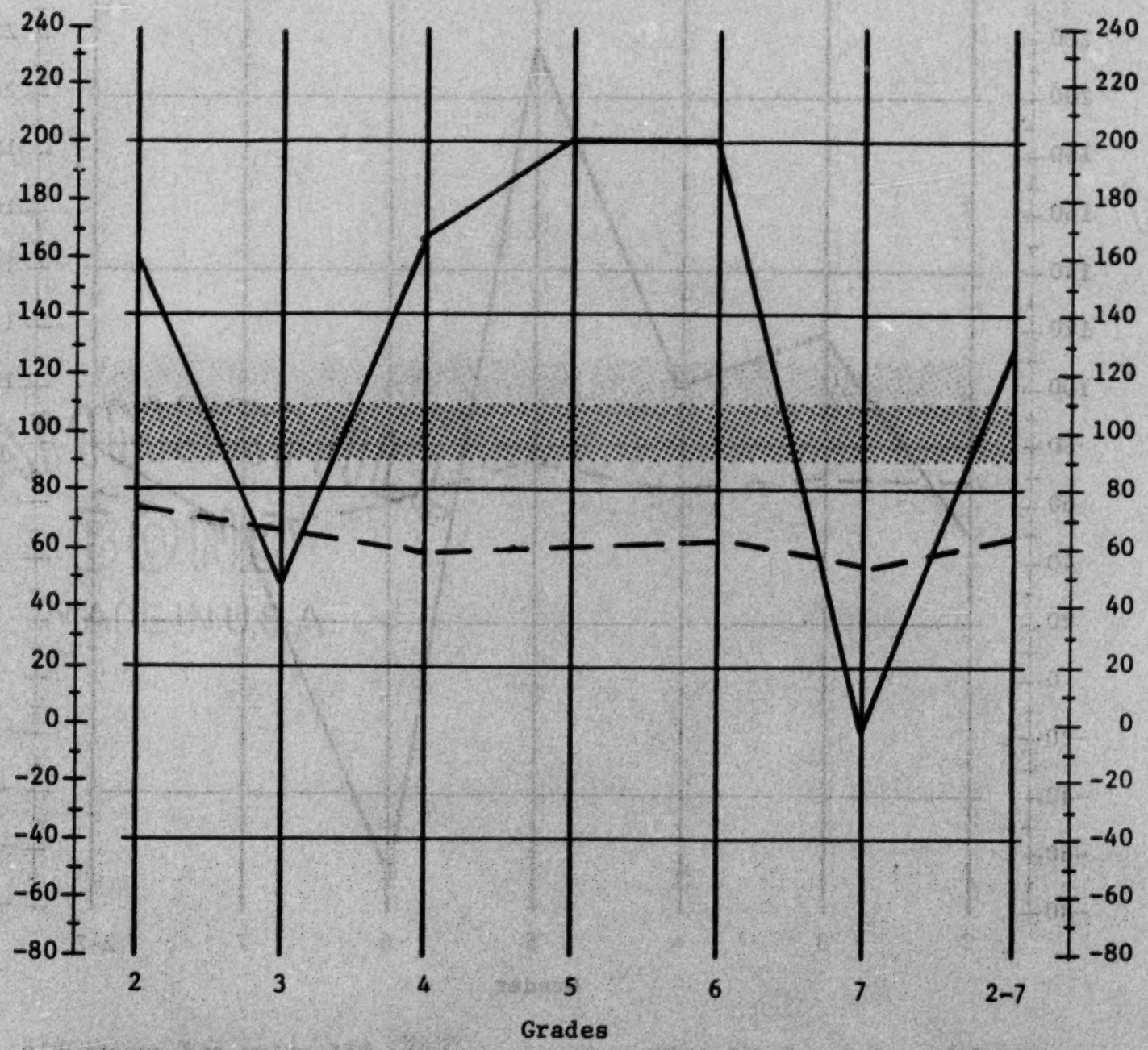
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	6	4	2	5	5	
Predicted	6	6	6	4	3	4	102
Grade level (April, 1971):							
Actual	2.0	2.7	3.0	3.4	4.1	4.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	66
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.00*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

GUICE ELEMENTARY SCHOOL

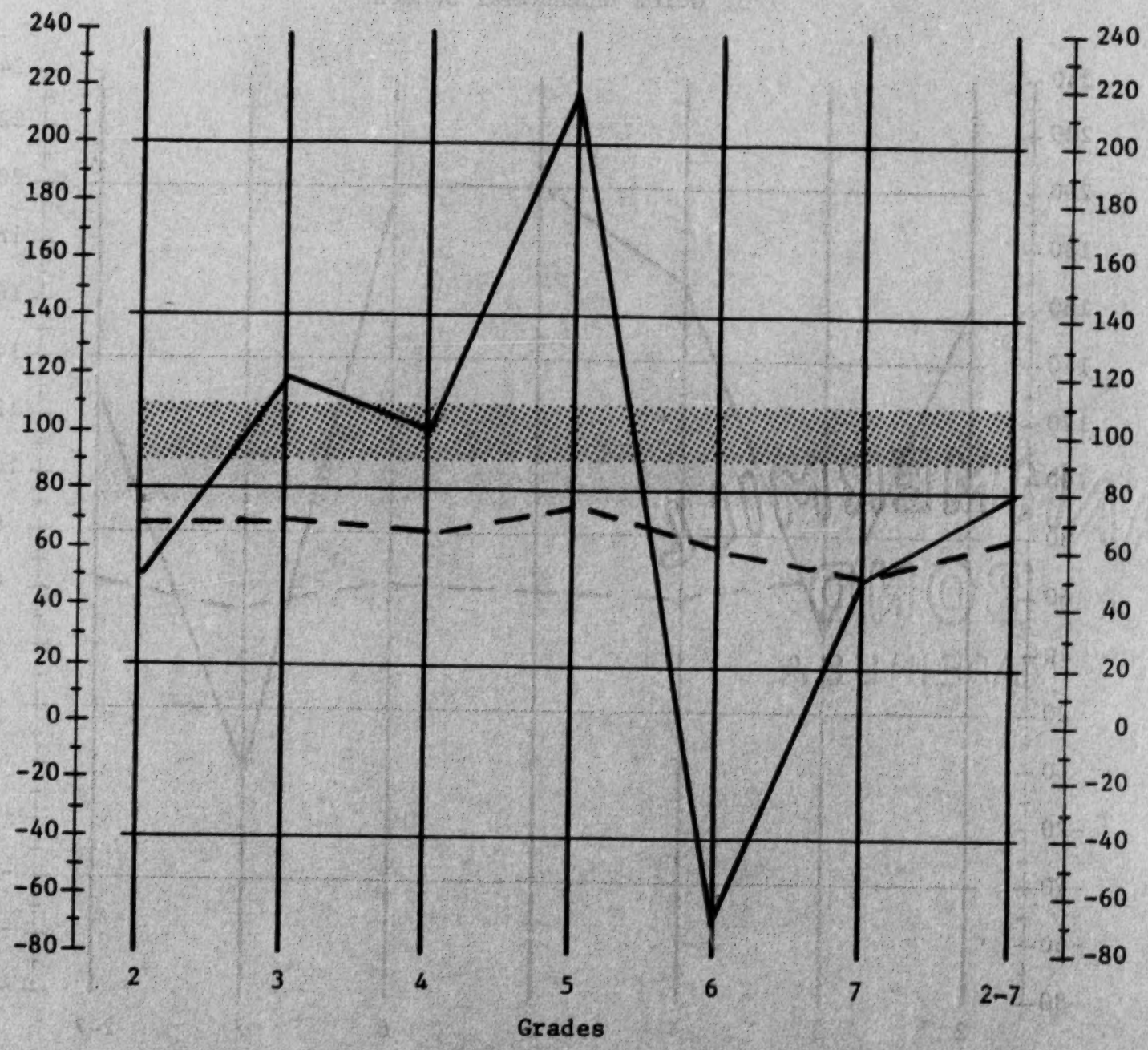


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	8	2	5	6	4	0	
Predicted	5	4	3	3	2	2	130
Grade level (April, 1971):							$0.03*
Actual	2.0	2.5	2.9	3.6	4.3	4.3	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	65
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HARDNETT ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

- - - Index of attainment of acceptable level

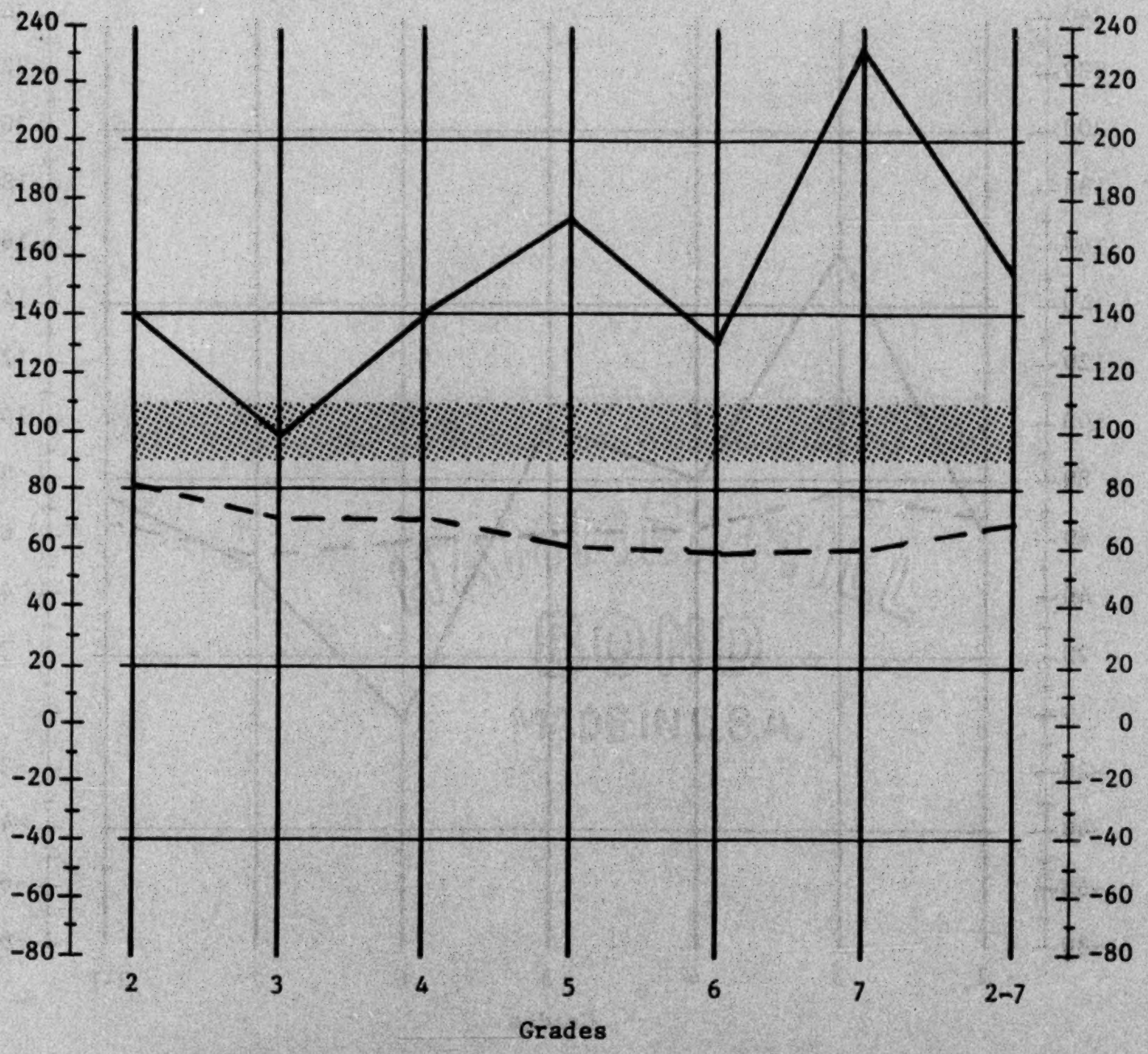
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	2	6	5	11	-2	2		
Predicted	4	5	5	5	3	4	79	
Grade level (April, 1971):								$0.84*
Actual	1.8	2.5	3.1	4.3	4.1	3.9		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	65	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HARPER ELEMENTARY SCHOOL

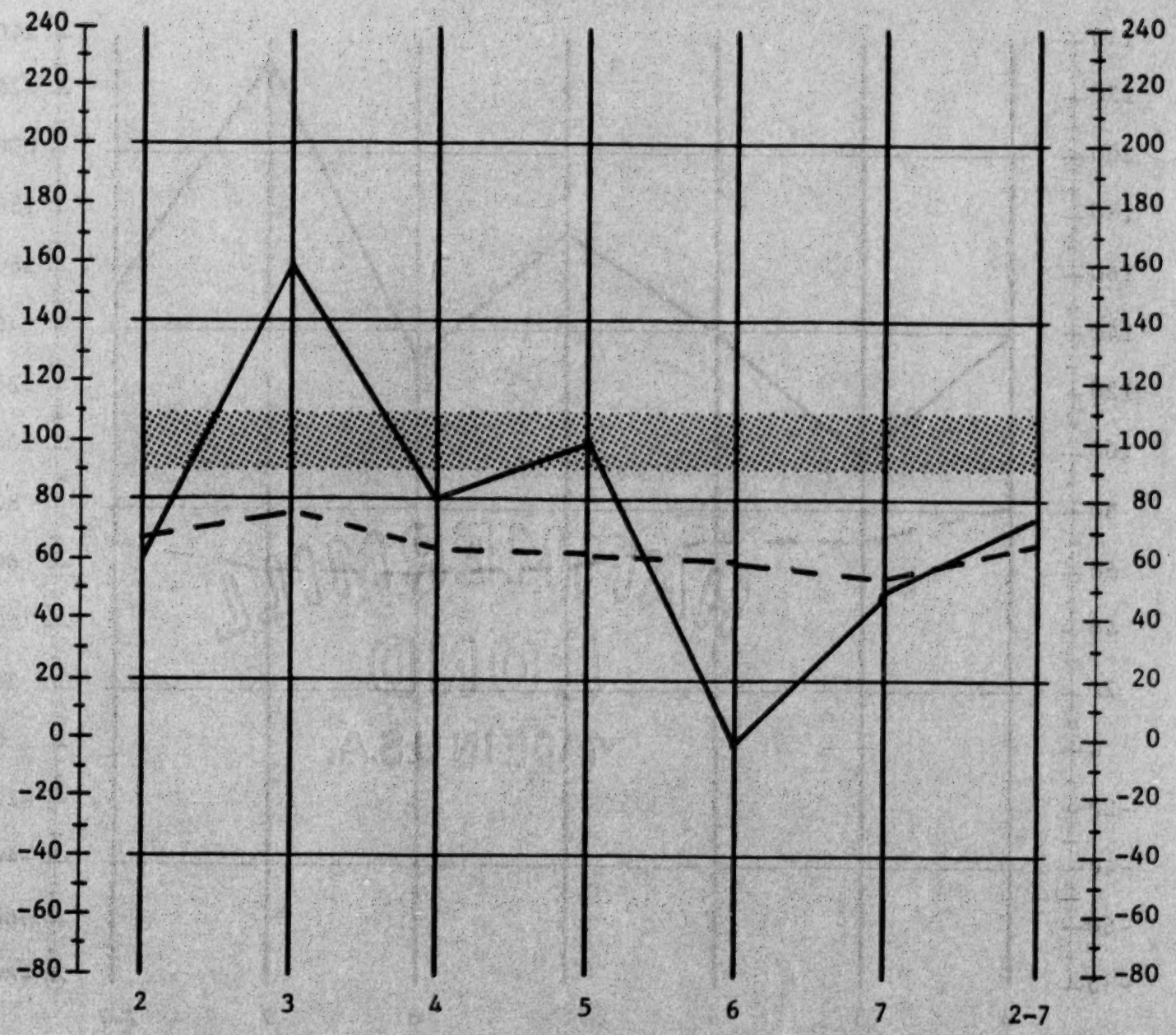


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	7	5	7	7	4	7		
Predicted	5	5	5	4	3	3	154	
Grade level (April, 1971):								$0.03*
Actual	2.2	2.7	3.4	3.7	4.3	5.0		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	70	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HARRIS ELEMENTARY SCHOOL

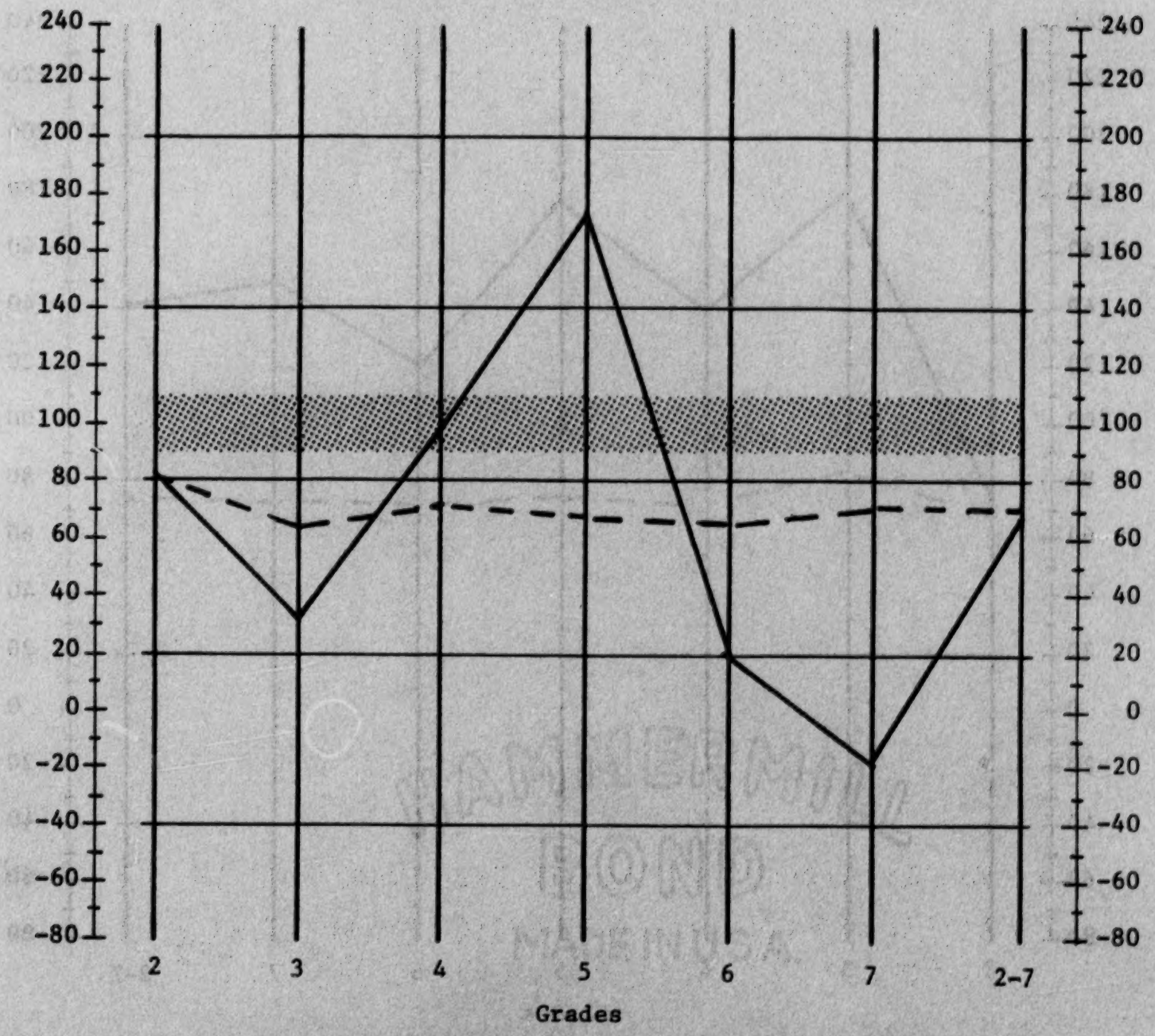


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	3	8	4	4	0	2	
Predicted	5	5	5	4	3	4	75
Grade level (April, 1971):							$0.64*
Actual	1.8	2.8	3.0	3.6	4.1	4.3	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	65
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HARWELL ROAD ELEMENTARY SCHOOL



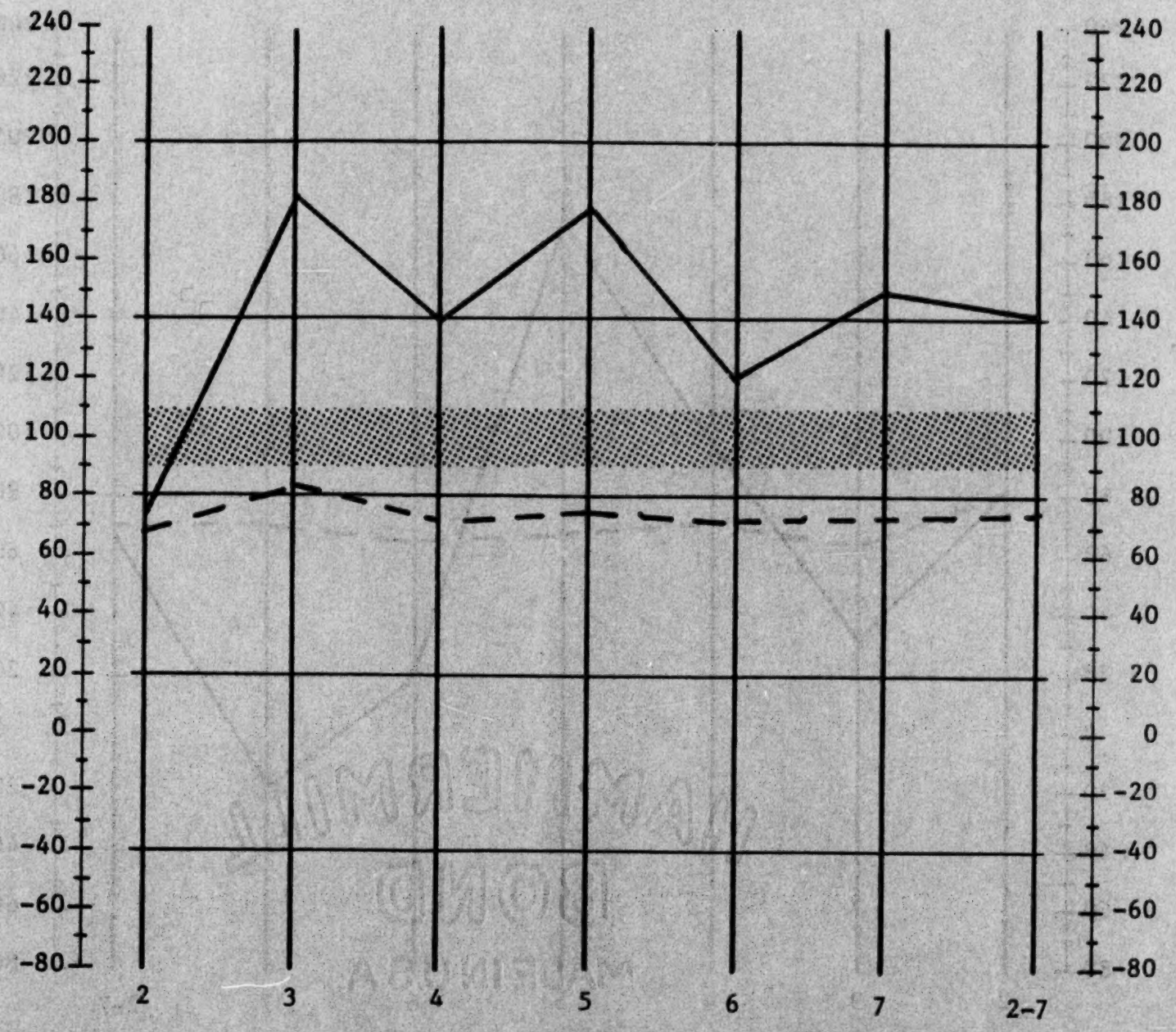
——— Gain - rate of effectiveness
— — — Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	2	7	7	1	-1	
Predicted	6	6	7	4	5	6	66
Grade level (April, 1971):							$0.01*
Actual	2.2	2.4	3.4	3.9	4.4	5.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	71
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HAYGOOD ELEMENTARY SCHOOL



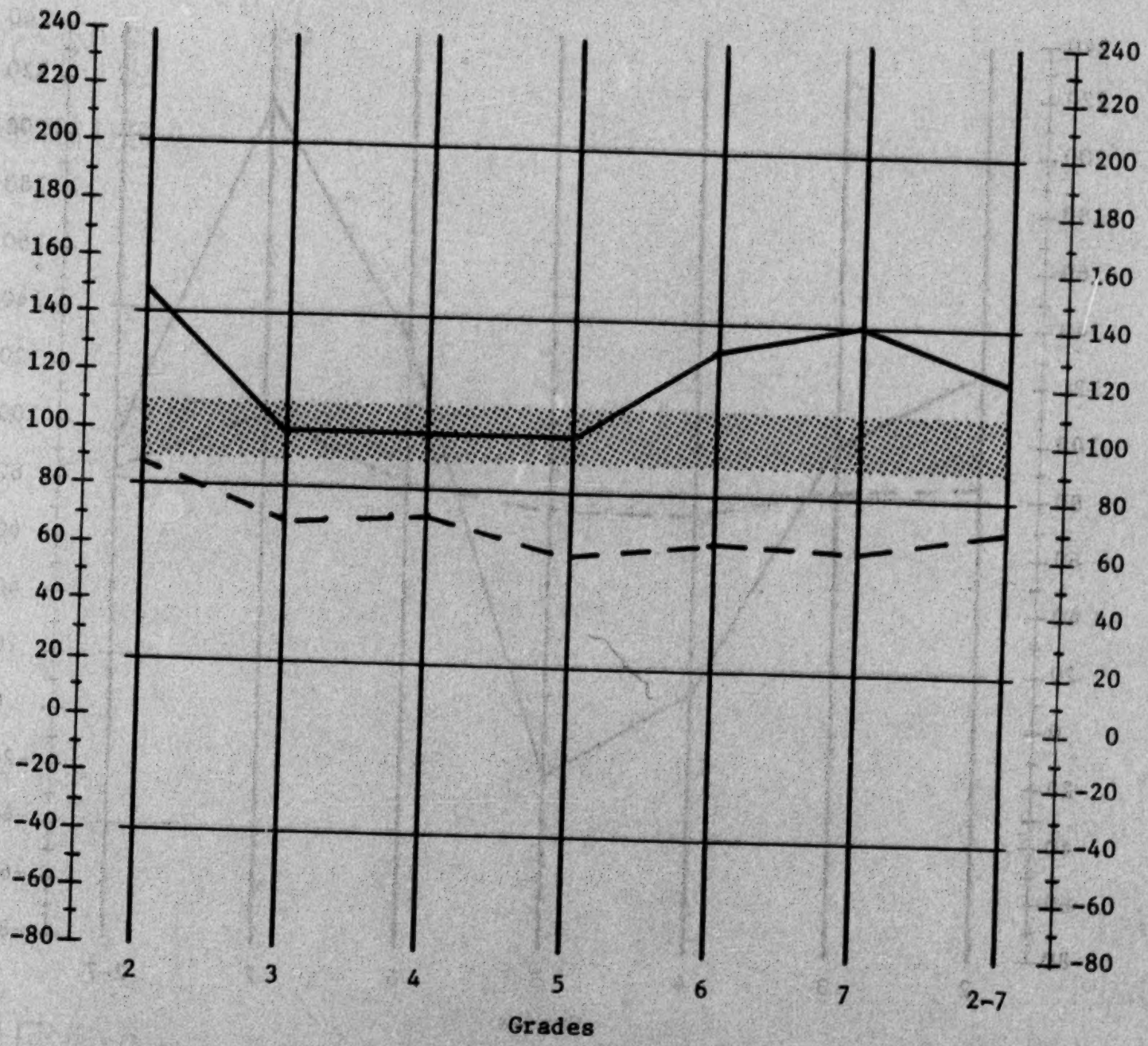
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	3	11	7	9	5	6	
Predicted	4	6	5	5	4	4	142
Grade level (April, 1971):							$0.01*
Actual	1.8	3.1	3.4	4.3	4.8	5.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	74
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HERNDON ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

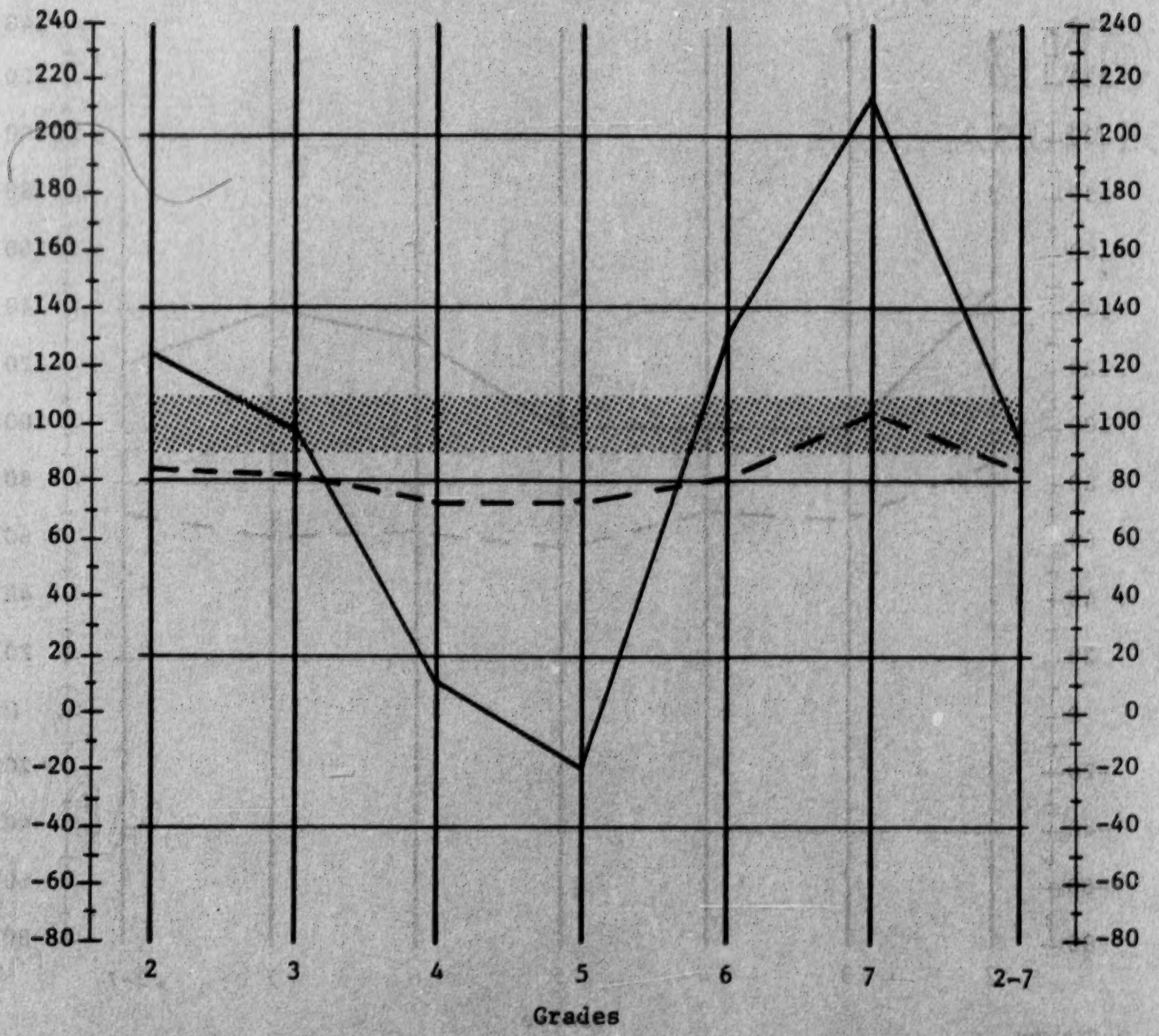
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	5	5	4	4	7	
Predicted	4	5	5	4	3	5	121
Grade level (April, 1971):							
Actual	2.4	2.6	3.4	3.4	4.3	4.8	$0.62*
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	70
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HIGHLAND ELEMENTARY SCHOOL



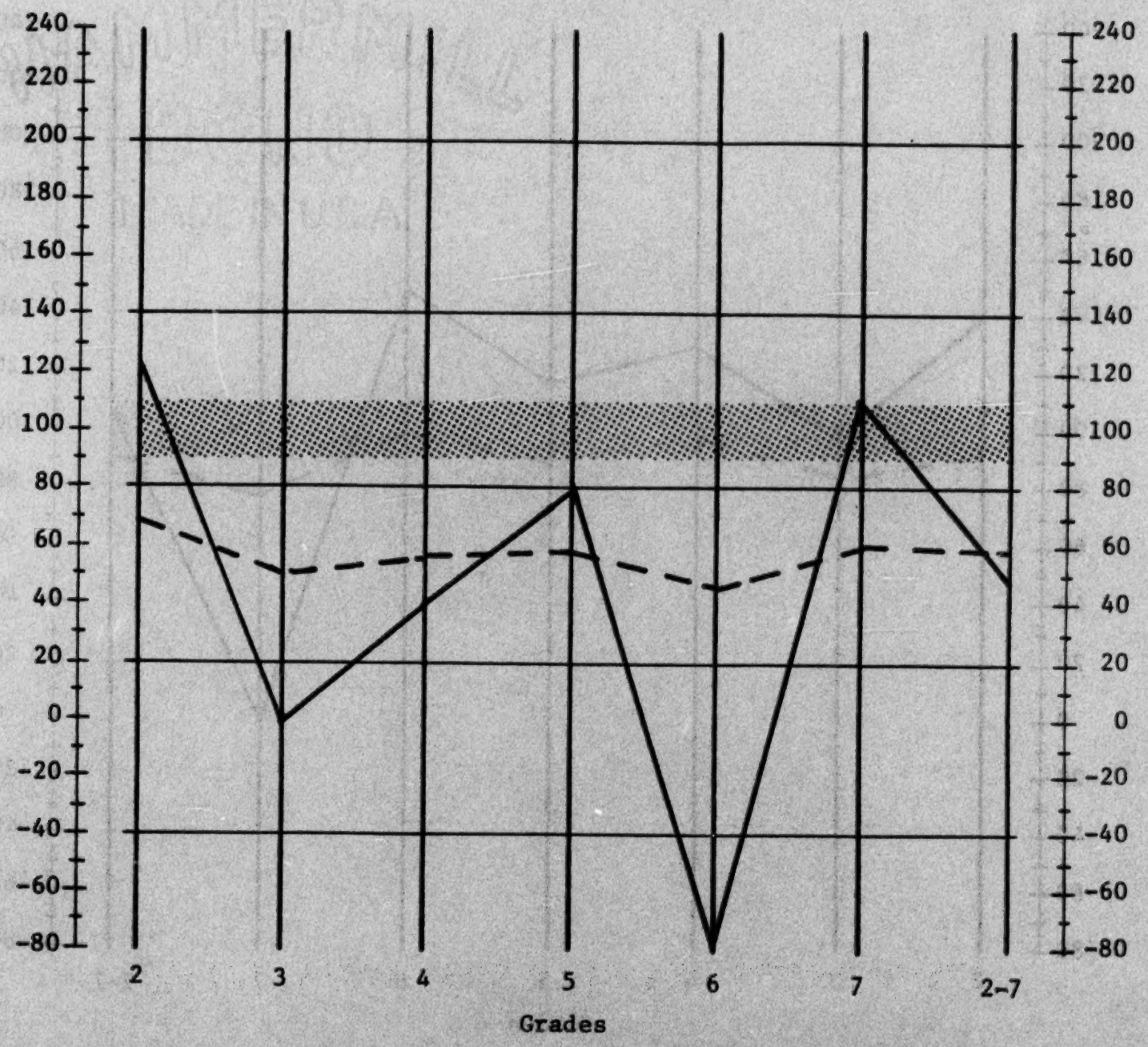
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	5	1	-1	8	17	
Predicted	4	5	8	7	6	8	95
Grade level (April, 1971):							$0.01*
Actual	2.3	3.0	3.5	4.3	5.4	8.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	84
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

C. W. HILL ELEMENTARY SCHOOL

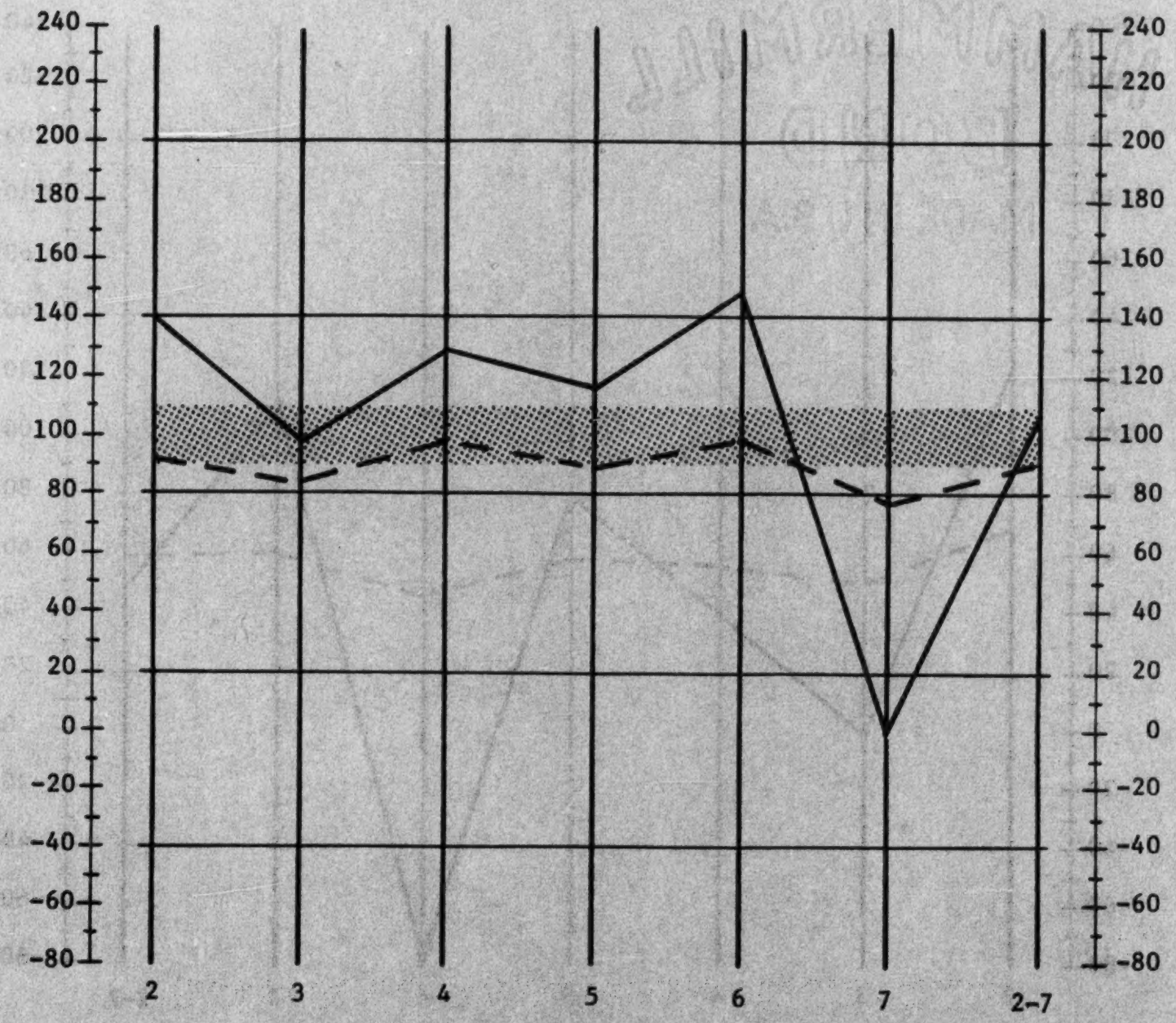


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	0	3	4	-4	9	
Predicted	4	6	7	5	5	8	47
Grade level (April, 1971):							$3.38*
Actual	1.9	1.9	2.7	3.4	3.2	4.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	58
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HOME PARK ELEMENTARY SCHOOL

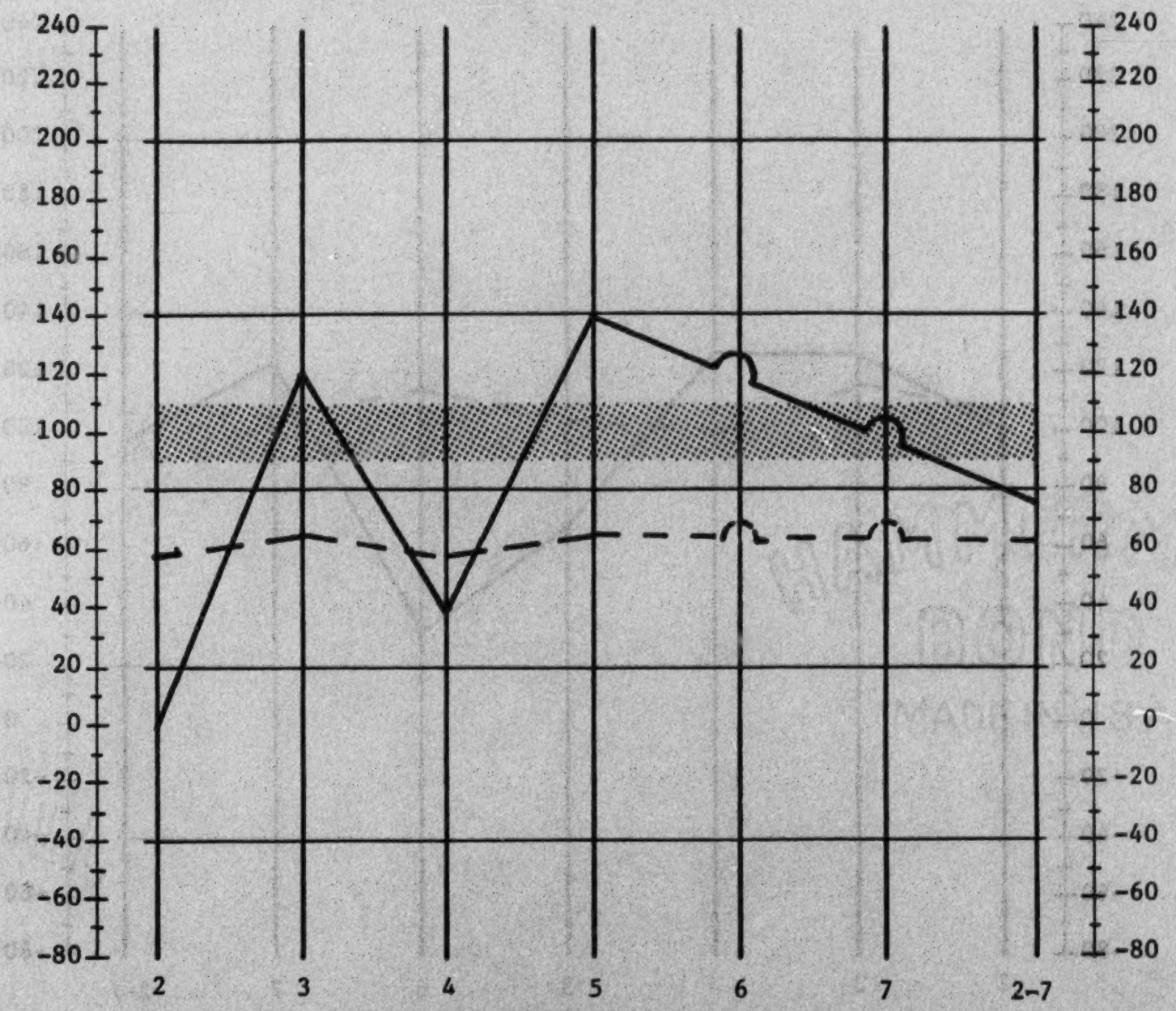


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	7	6	8	7	9	0	
Predicted	5	6	6	6	6	4	107
Grade level (April, 1971):							$0.01*
Actual	2.5	3.1	4.6	5.0	6.5	5.9	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	90
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

JOHN HOPE ELEMENTARY SCHOOL

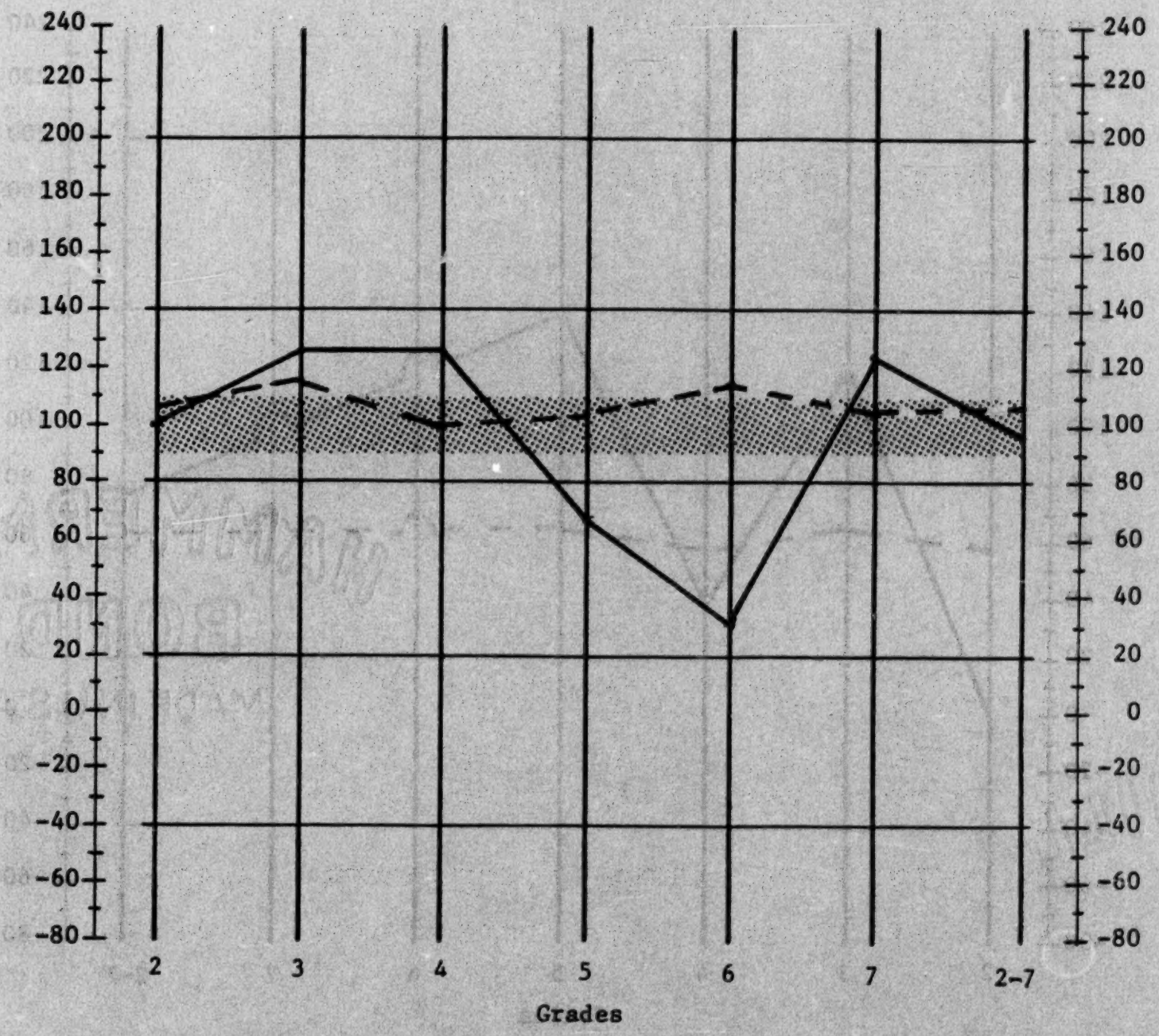


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	0	6	2	7	---	---	
Predicted	3	5	5	5	---	---	75
Grade level (April, 1971):							$4.12*
Actual	1.6	2.4	2.7	3.7	---	---	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	62
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

R. L. HOPE ELEMENTARY SCHOOL

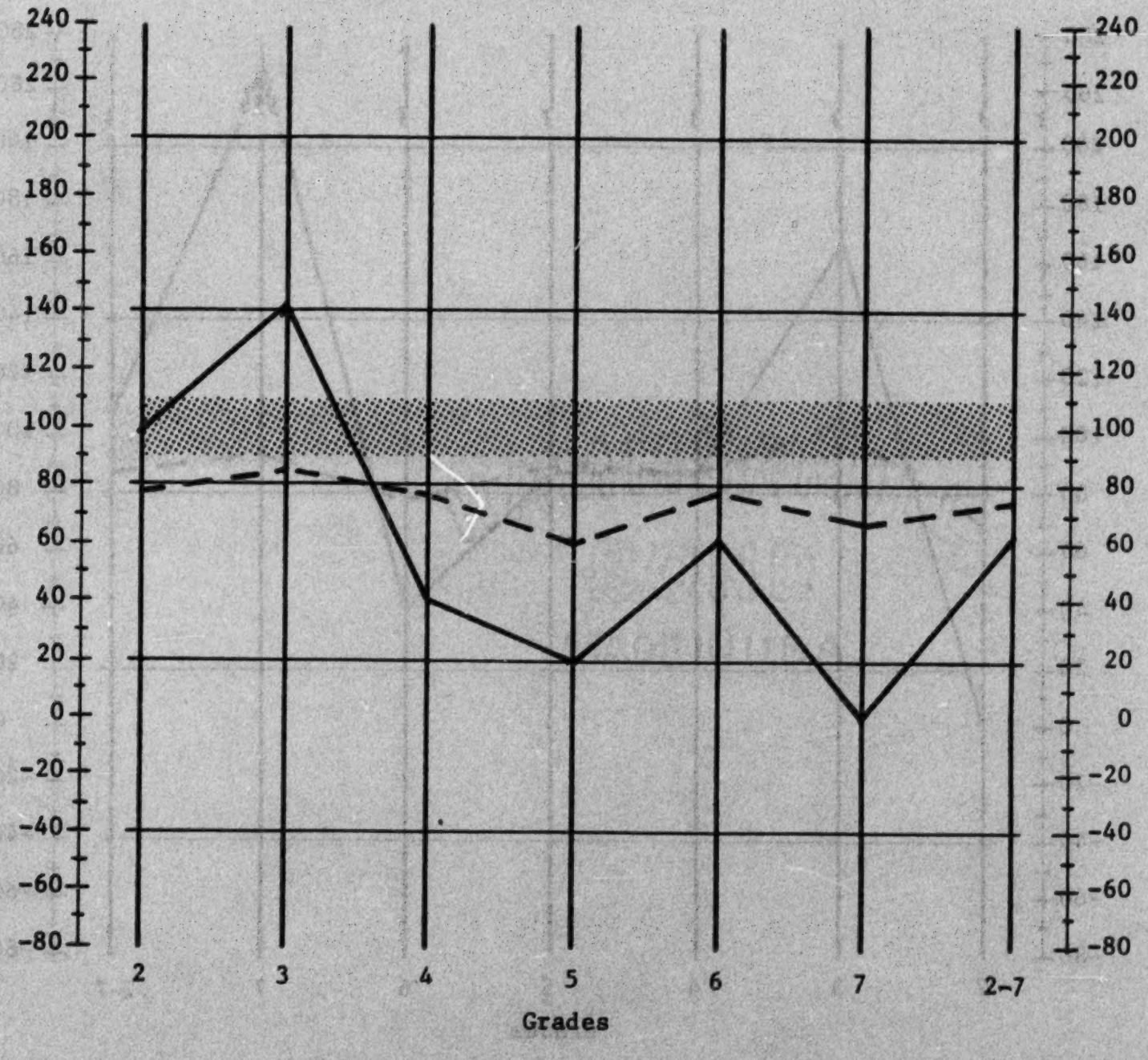


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	5	10	6	4	10	
Predicted	6	4	8	0	12	8	96
Grade level (April, 1971):							$0.00*
Actual	2.8	4.2	4.8	6.0	7.6	8.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	107
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

E. P. HOWELL ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

Effective and acceptable level of performance

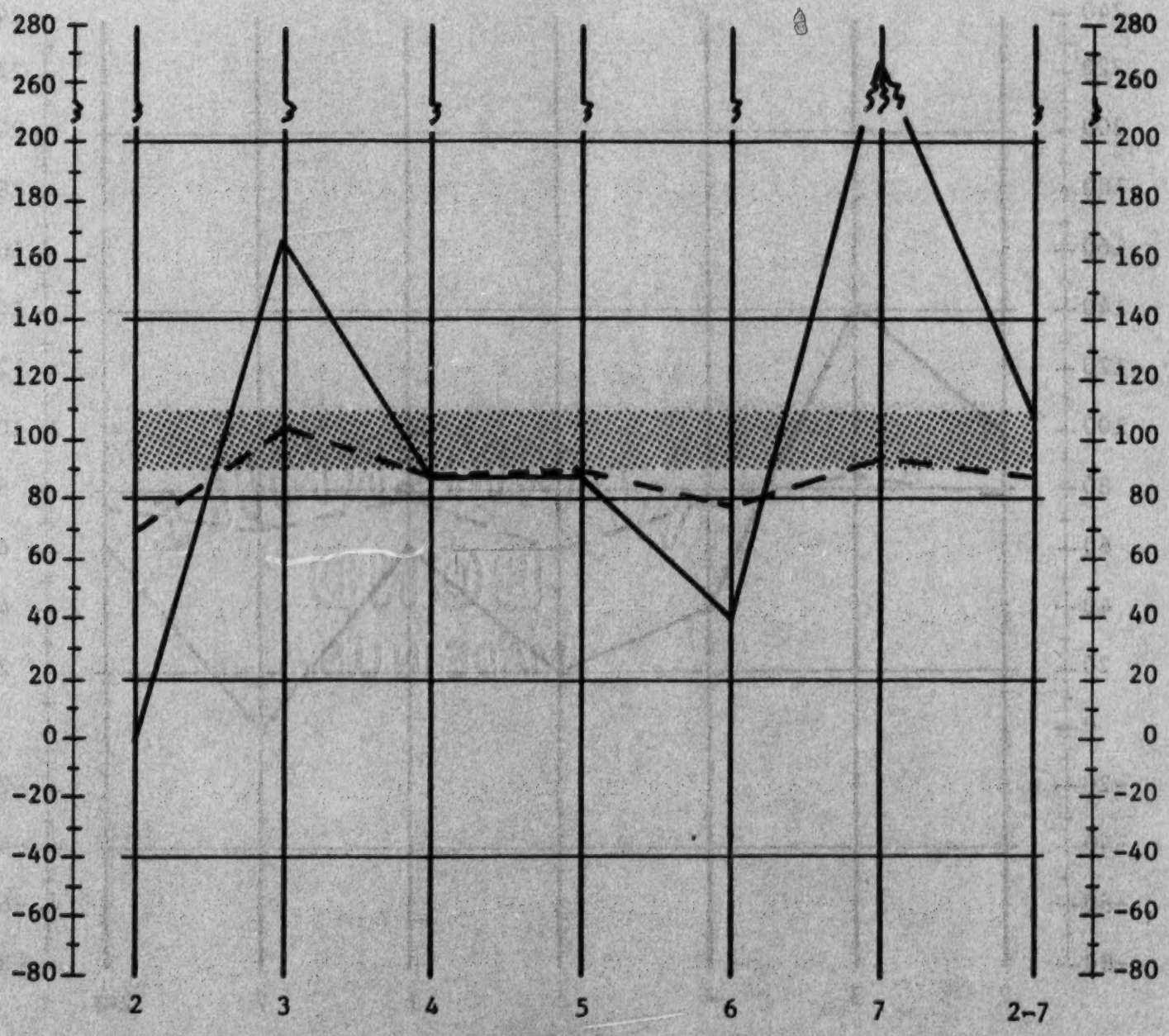
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	10	3	1	4	0	
Predicted	6	7	7	5	6	6	62
Grade level (April, 1971):							
Actual	2.1	3.1	3.6	3.7	5.2	5.2	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	75
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.00*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

MINNIE HOWELL ELEMENTARY SCHOOL



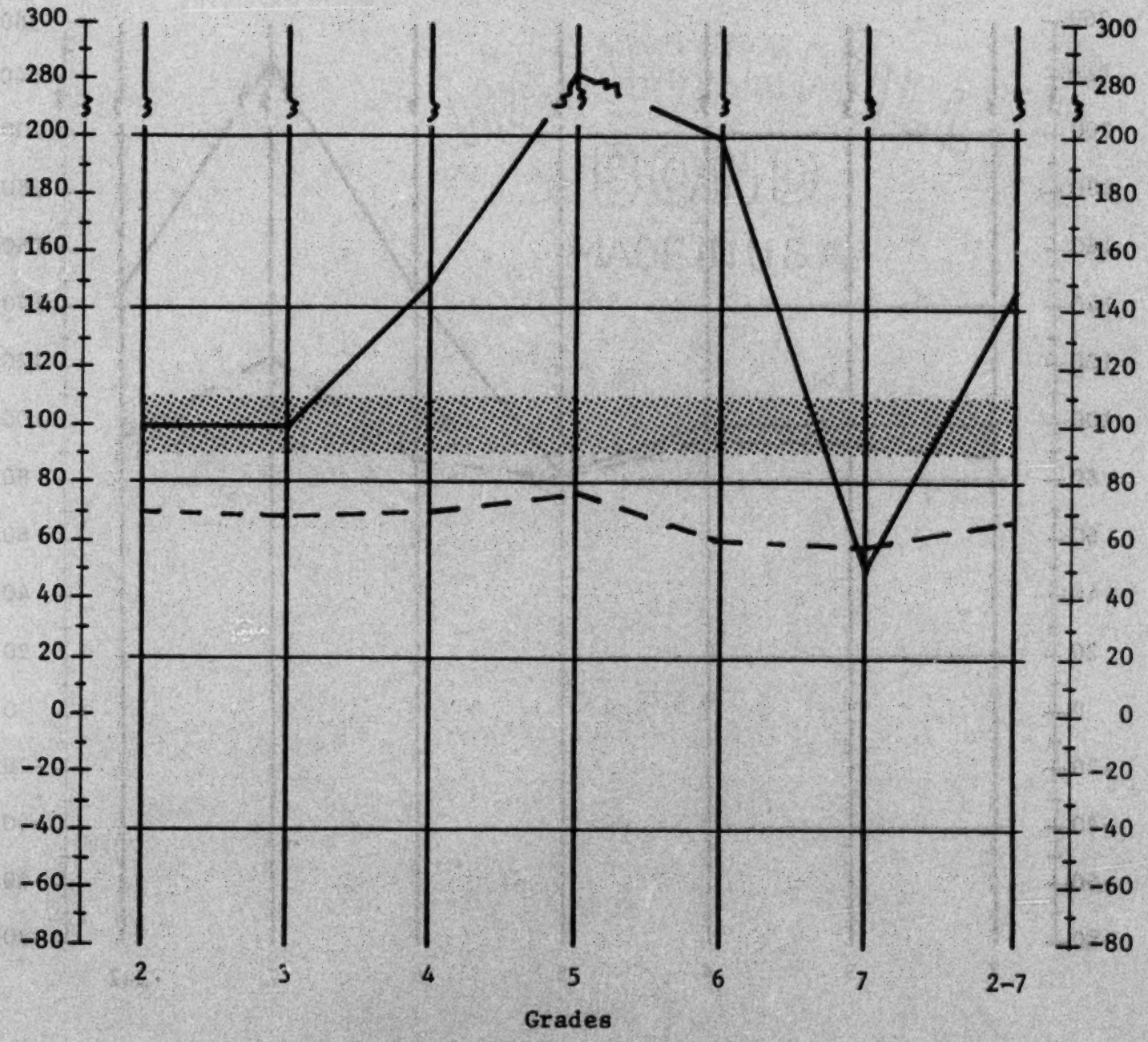
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	0	10	6	6	2	16	
Predicted	5	6	7	7	5	6	108
Grade level (April, 1971):							$0.06*
Actual	1.9	3.9	4.1	5.0	5.2	7.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	87
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HUBERT ELEMENTARY SCHOOL

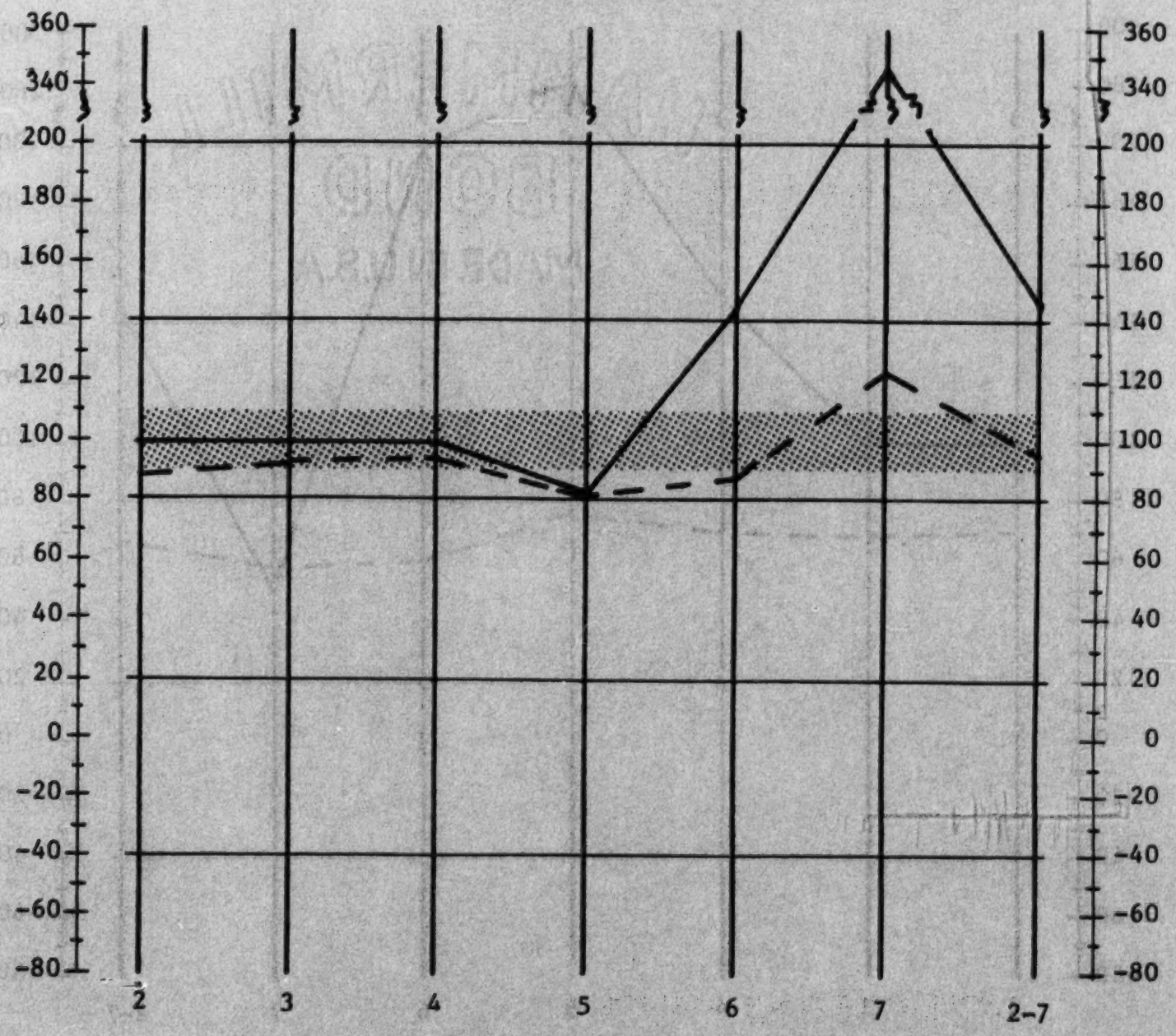


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	5	6	14	4	2	
Predicted	4	5	4	5	2	4	147
Grade level (April, 1971):							$0.37*
Actual	1.9	2.5	3.3	4.4	4.1	4.3	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	67
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HUMPHRIES ELEMENTARY SCHOOL



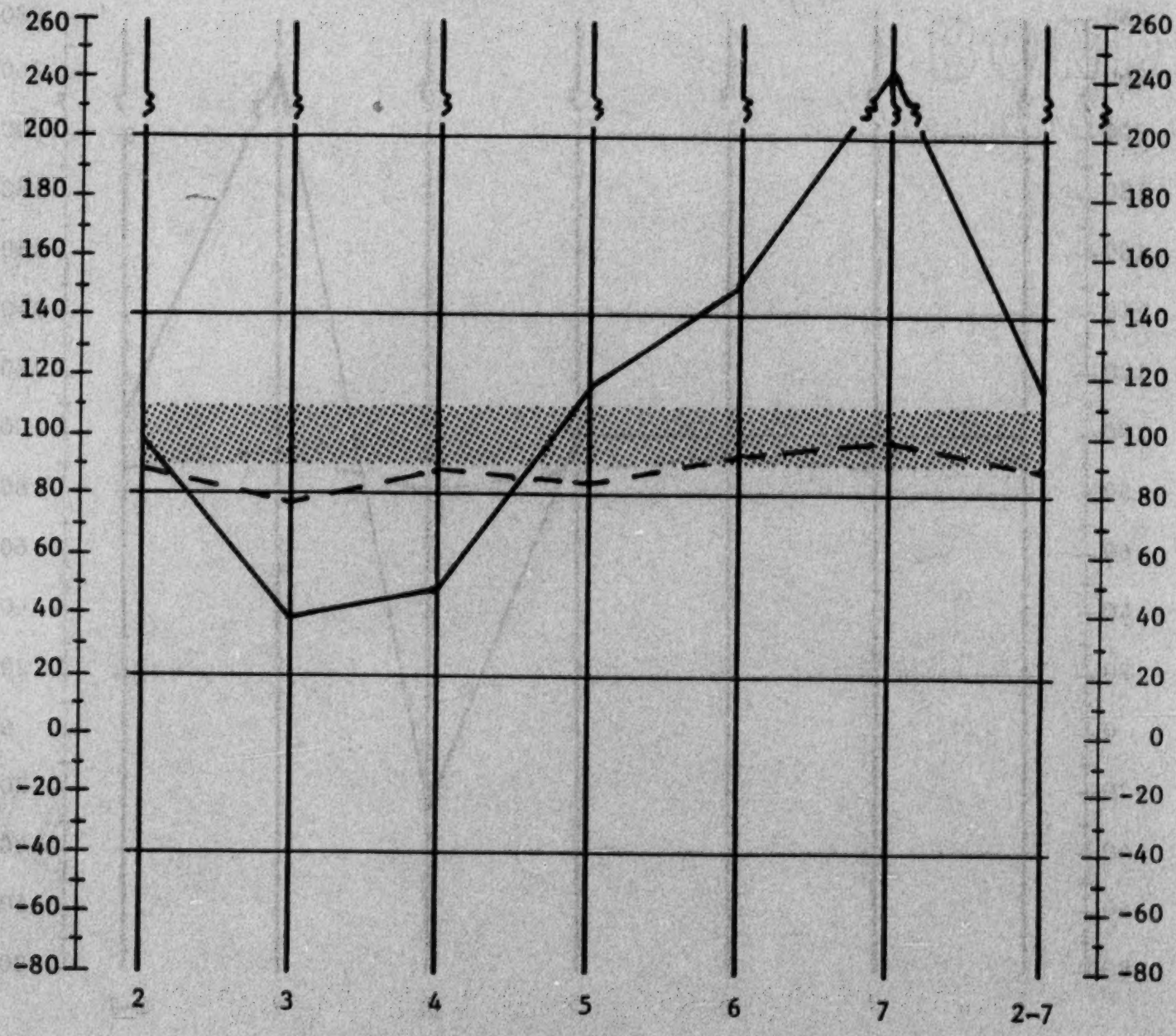
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	6	8	5	10	24	
Predicted	6	6	8	6	7	7	145
Grade level (April, 1971):							$0.02*
Actual	2.4	3.4	4.4	4.6	5.8	9.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	95
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

HUTCHINSON ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

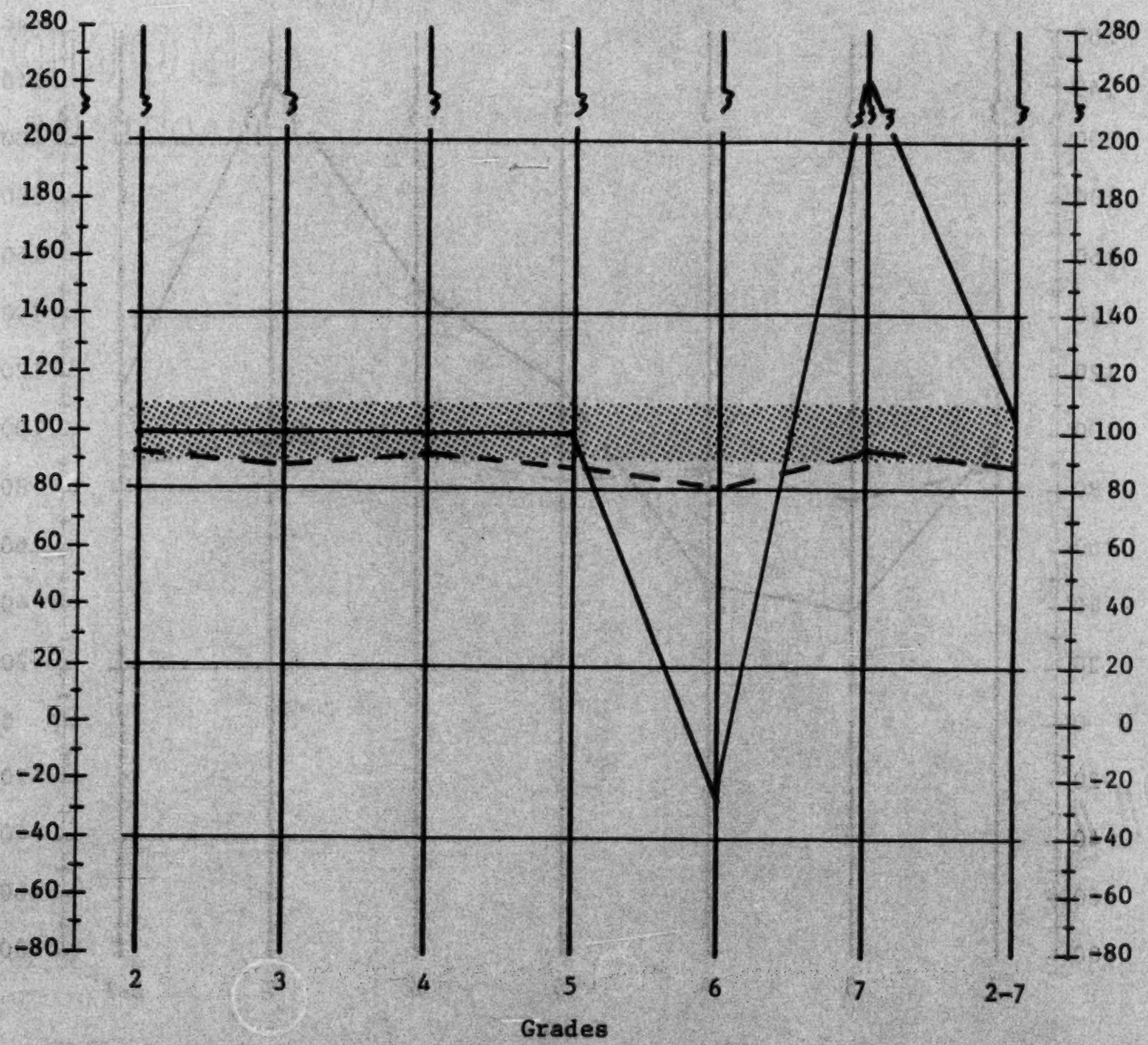
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	2	4	7	12	17	
Predicted	6	5	8	6	8	7	117
Grade level (April, 1971):							
Actual	2.4	2.9	4.2	4.8	6.2	7.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	89
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.09*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

INMAN ELEMENTARY SCHOOL



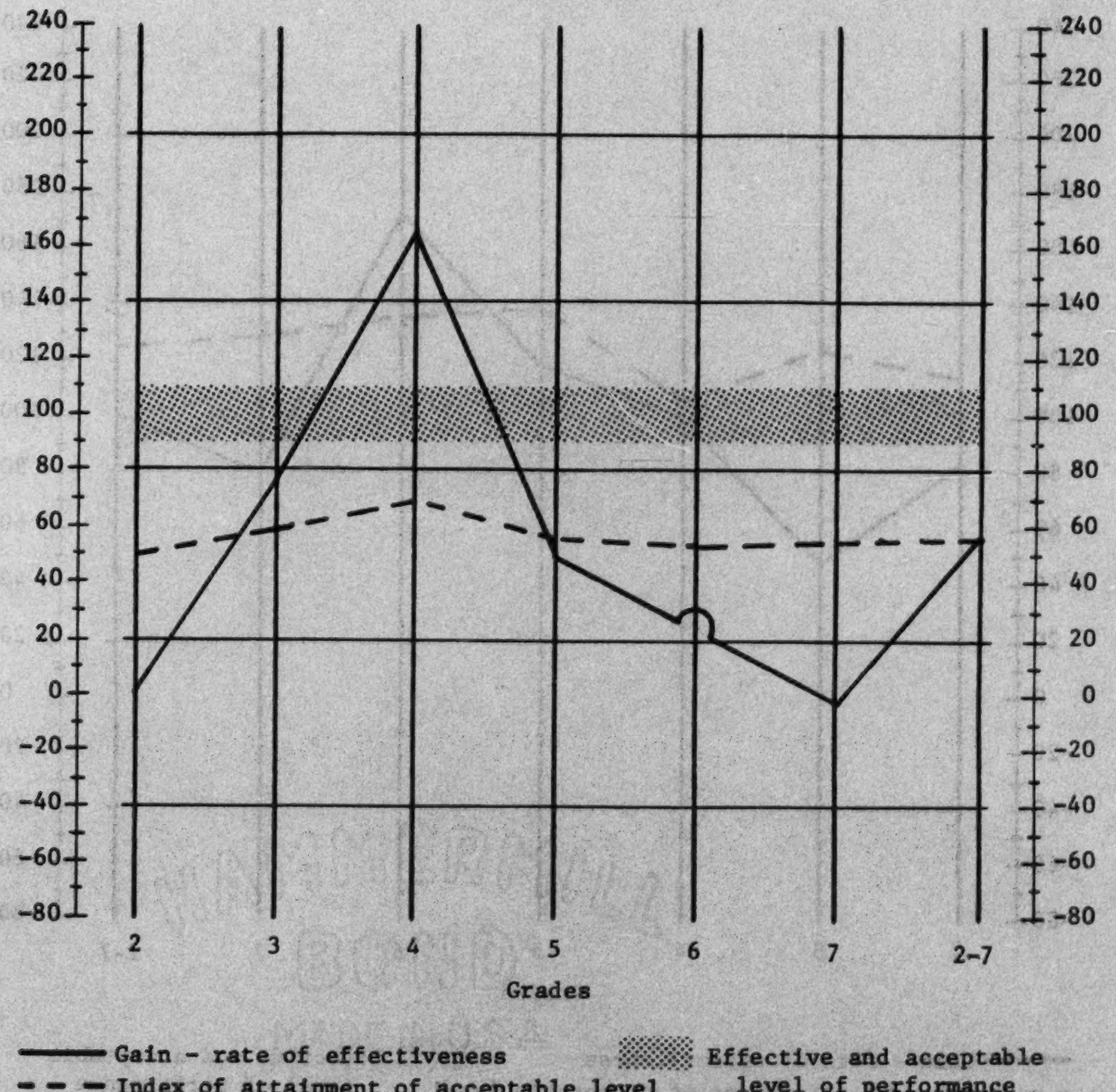
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	5	7	6	-2	13	
Predicted	5	5	7	6	7	5	105
Grade level (April, 1971):							$0.10*
Actual	2.5	3.3	4.3	5.0	5.4	7.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	89
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

INMAN PARK ELEMENTARY SCHOOL

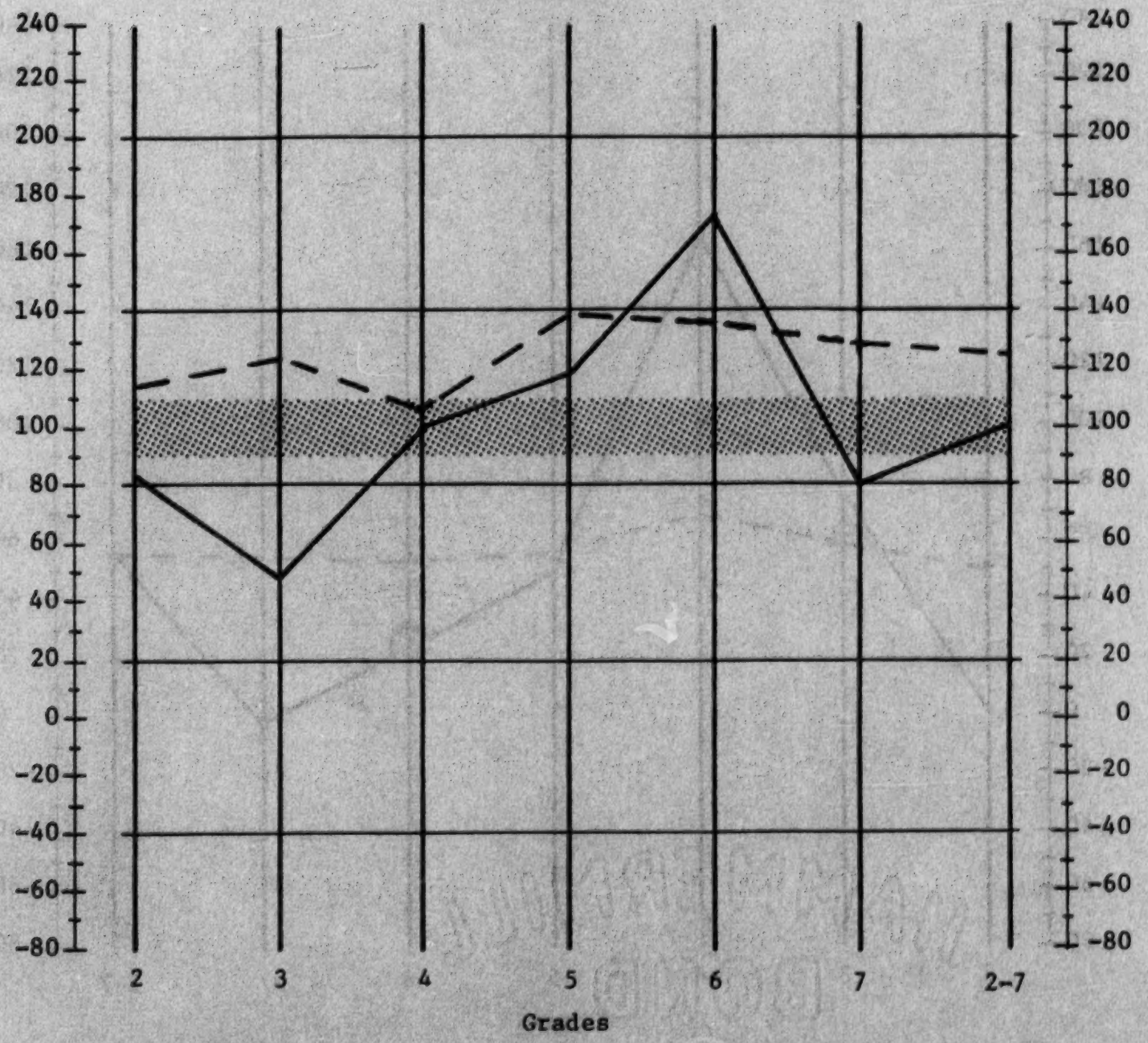


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	0	3	5	2	6	0		
Predicted	3	4	3	4	0	2	58	
Grade level (April, 1971):								$0.98*
Actual	1.4	2.1	3.1	3.2	3.6	4.3		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	57	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

JACKSON ELEMENTARY SCHOOL



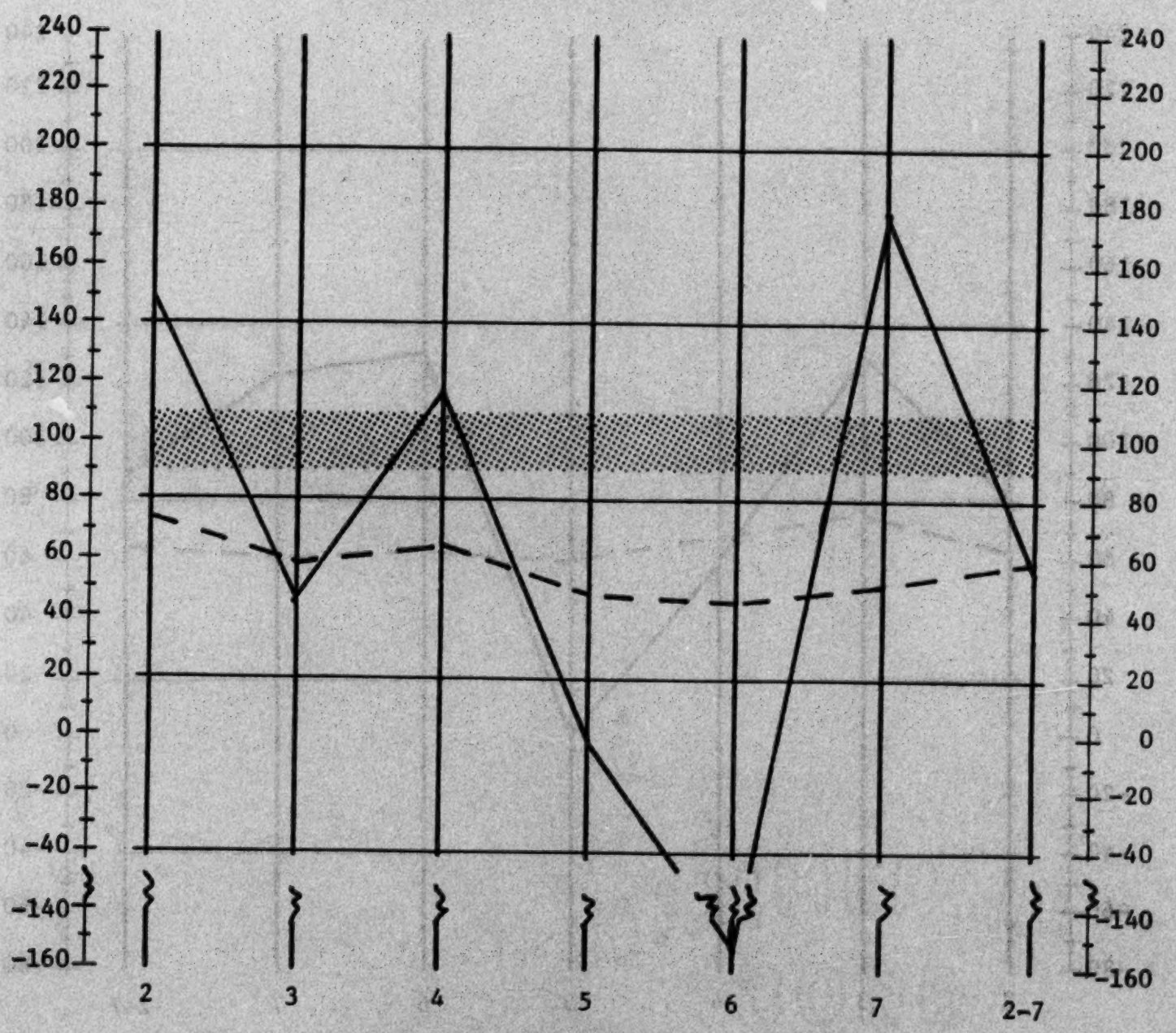
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	3	9	14	21	8	
Predicted	6	6	9	12	12	10	101
Grade level (April, 1971):							$0.02*
Actual	3.1	4.6	5.0	7.9	9.1	9.9	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	125
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

E. P. JOHNSON ELEMENTARY SCHOOL



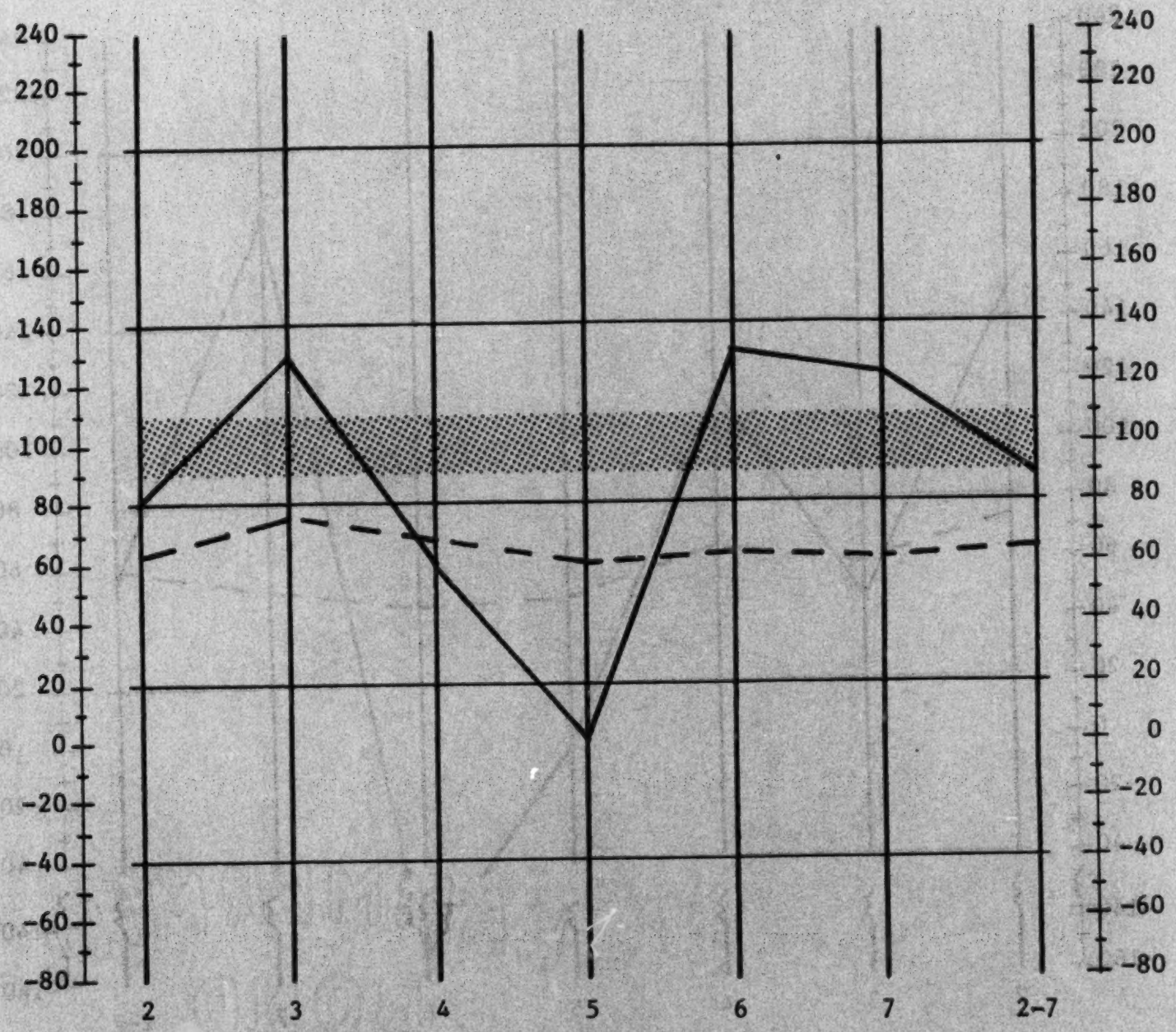
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	6	3	6	0	-3	9		
Predicted	4	6	5	5	2	5	58	
Grade level (April, 1971):								$8.37*
Actual	2.0	2.2	3.0	3.0	3.4	4.3		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	60	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

JEROME JONES ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

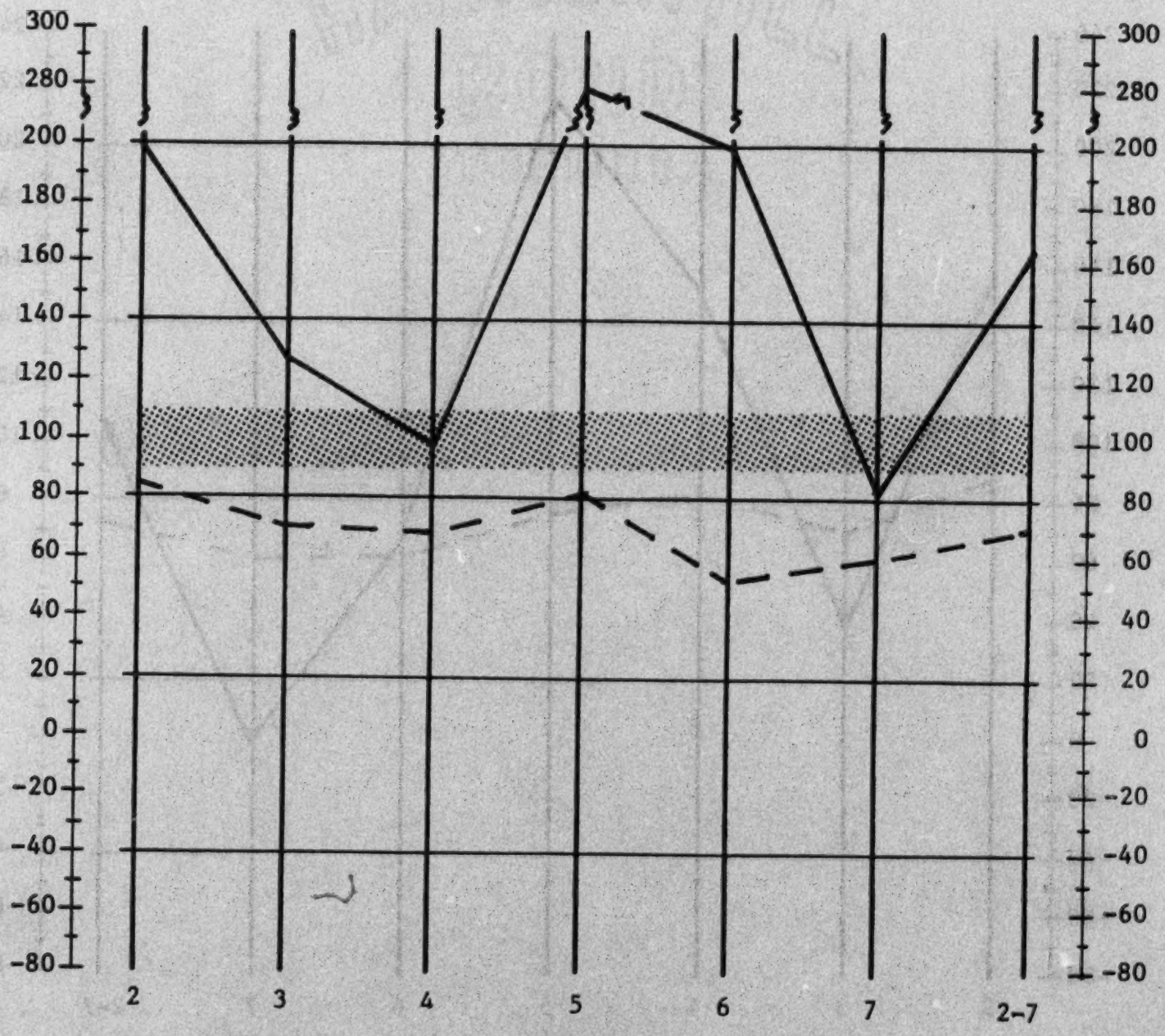
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	8	3	0	4	5	
Predicted	5	6	5	5	3	4	89
Grade level (April, 1971):							
Actual	1.7	2.8	3.2	3.6	4.3	4.8	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	66
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.19*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

J. M. JONES ELEMENTARY SCHOOL



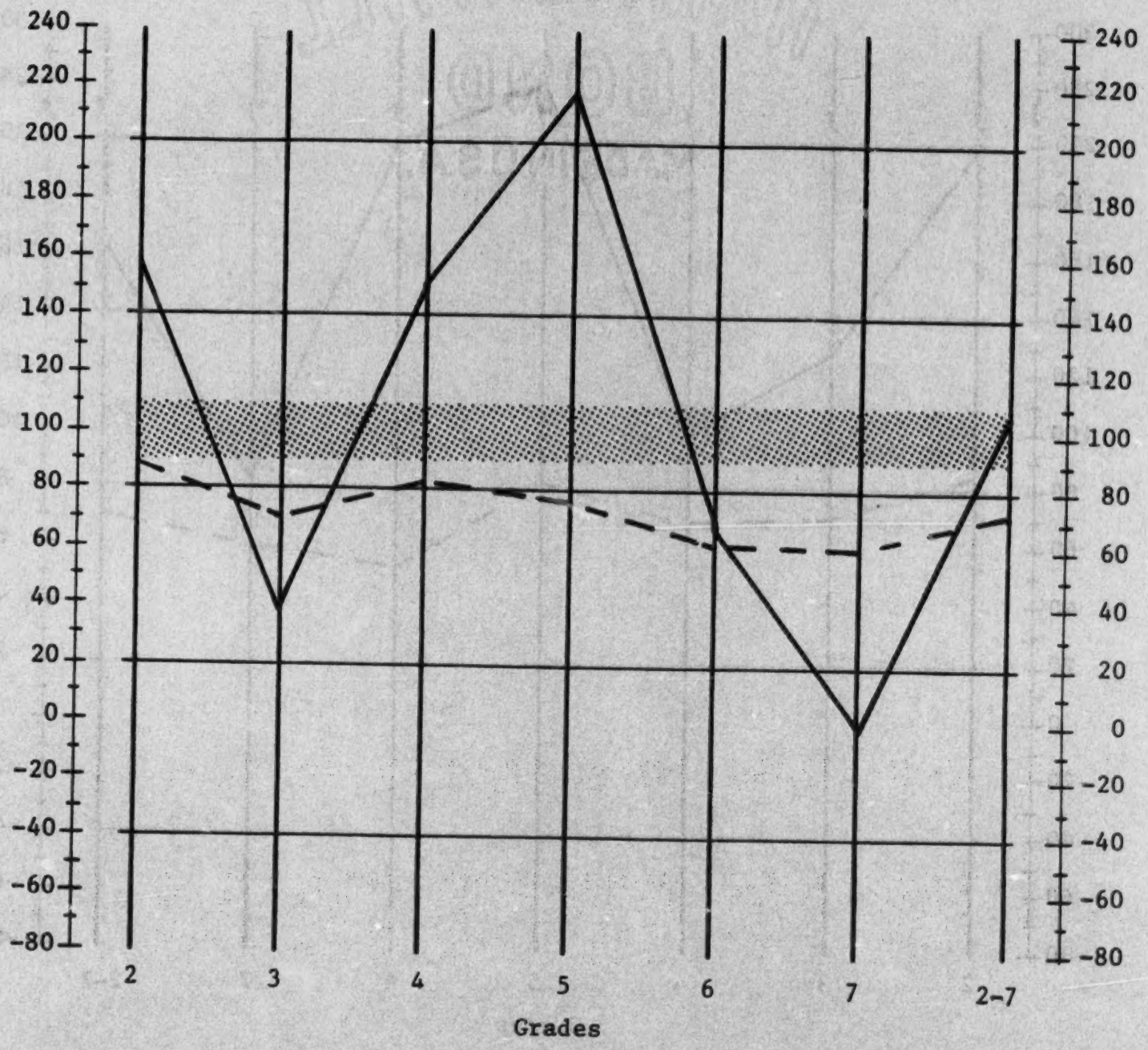
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	8	9	6	14	4	5	
Predicted	4	7	6	5	2	6	165
Grade level (April, 1971):							$0.75*
Actual	2.3	2.6	3.2	4.6	3.6	4.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	70
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

M. AGNES JONES ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

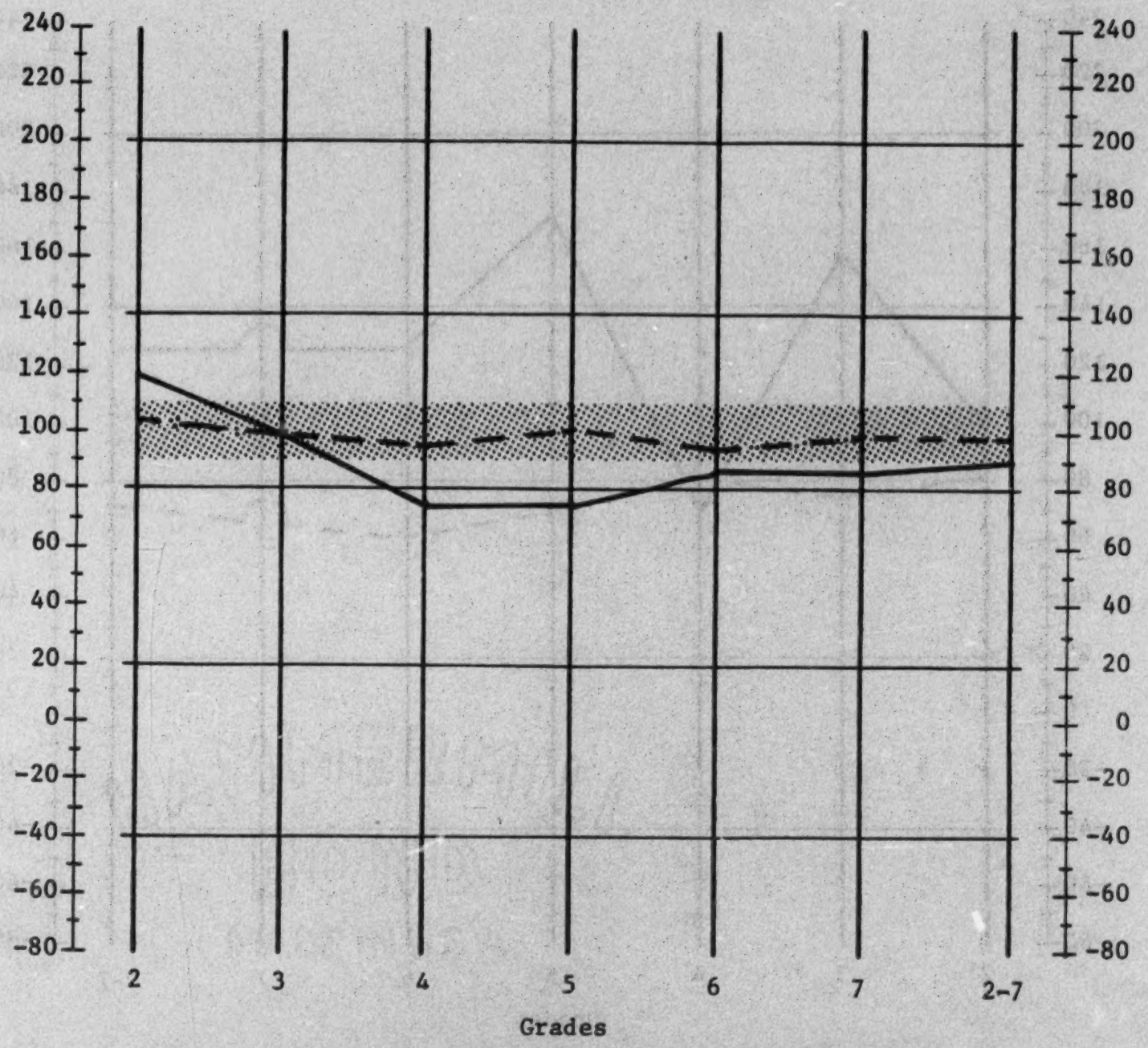
Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	8	2	9	11	2	0		
Predicted	5	5	6	5	3	5	106	
Grade level (April, 1971):								$1.66*
Actual	2.4	2.6	3.9	4.3	4.1	4.6		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	73	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

KIMBERLY ELEMENTARY SCHOOL

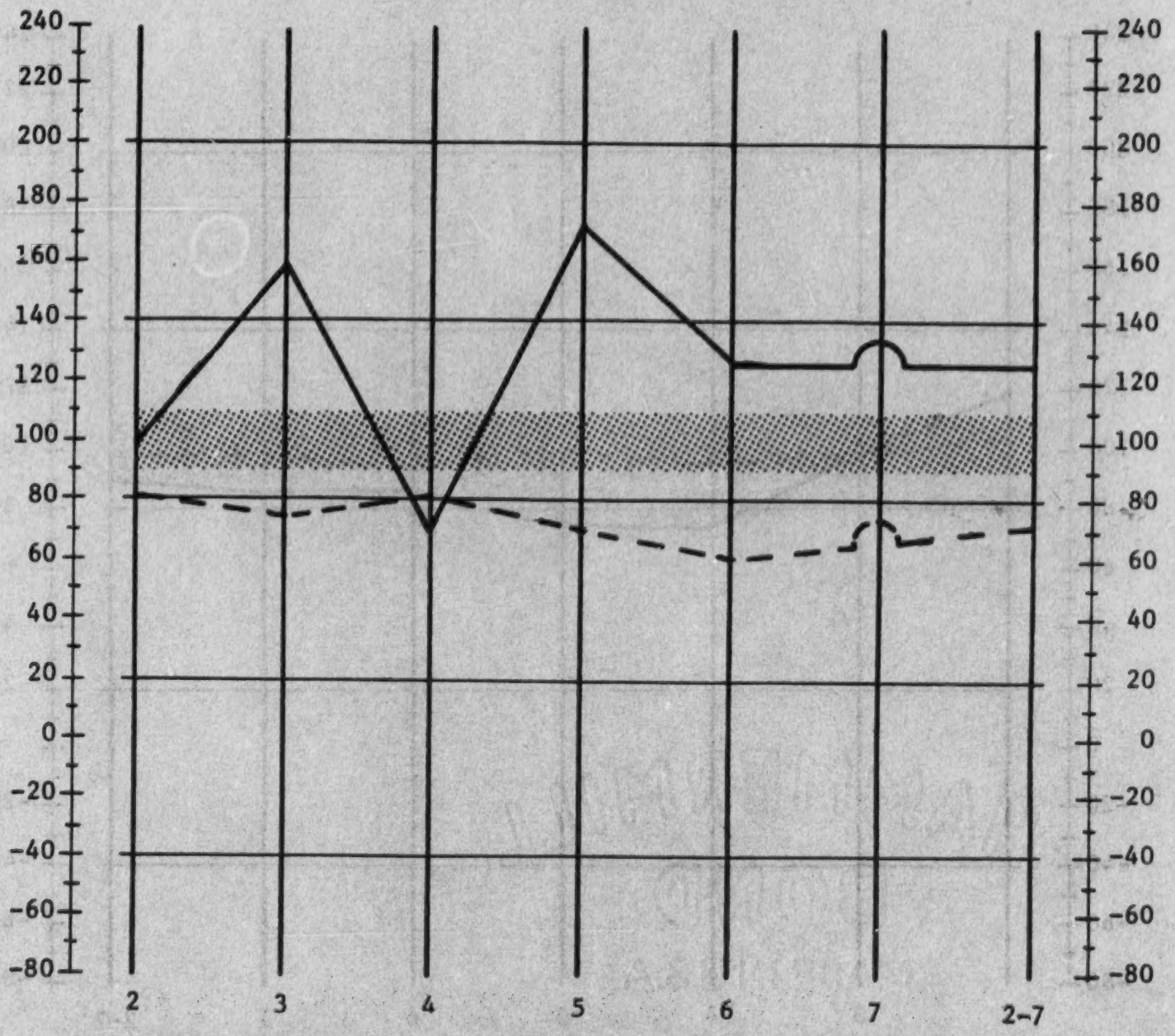


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	6	5	6	6	6	6		
Predicted	5	5	8	8	7	7	90	
Grade level (April, 1971):								$0.24*
Actual	2.8	3.7	4.4	5.6	6.2	7.6		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	98	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

KIRKWOOD ELEMENTARY SCHOOL



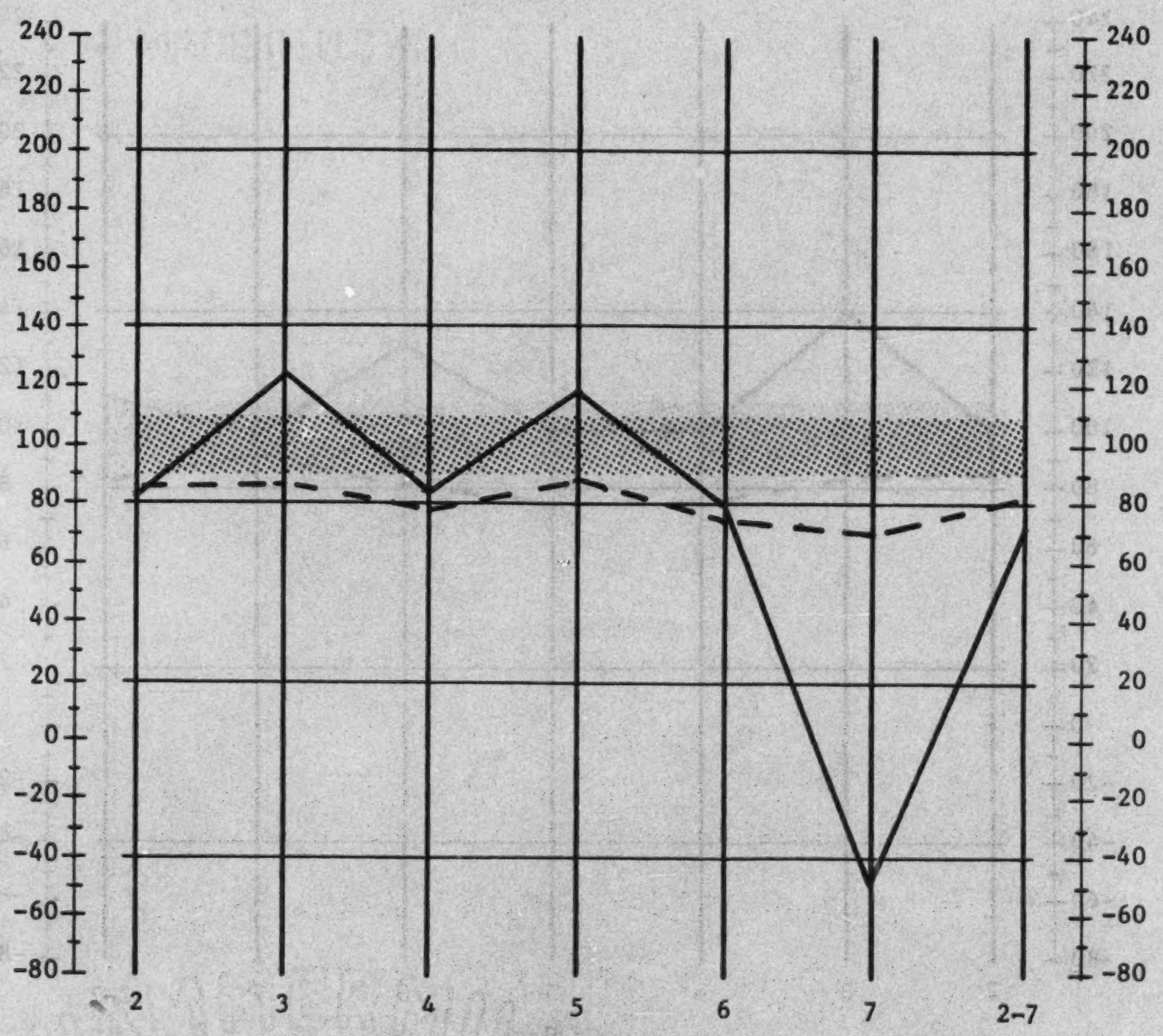
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	5	8	5	7	5	—		
Predicted	5	5	7	4	4	---	126	
Grade level (April, 1971):								$0.30*
Actual	2.2	2.8	3.8	3.9	4.1	---		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	73	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

LAKEWOOD ELEMENTARY SCHOOL

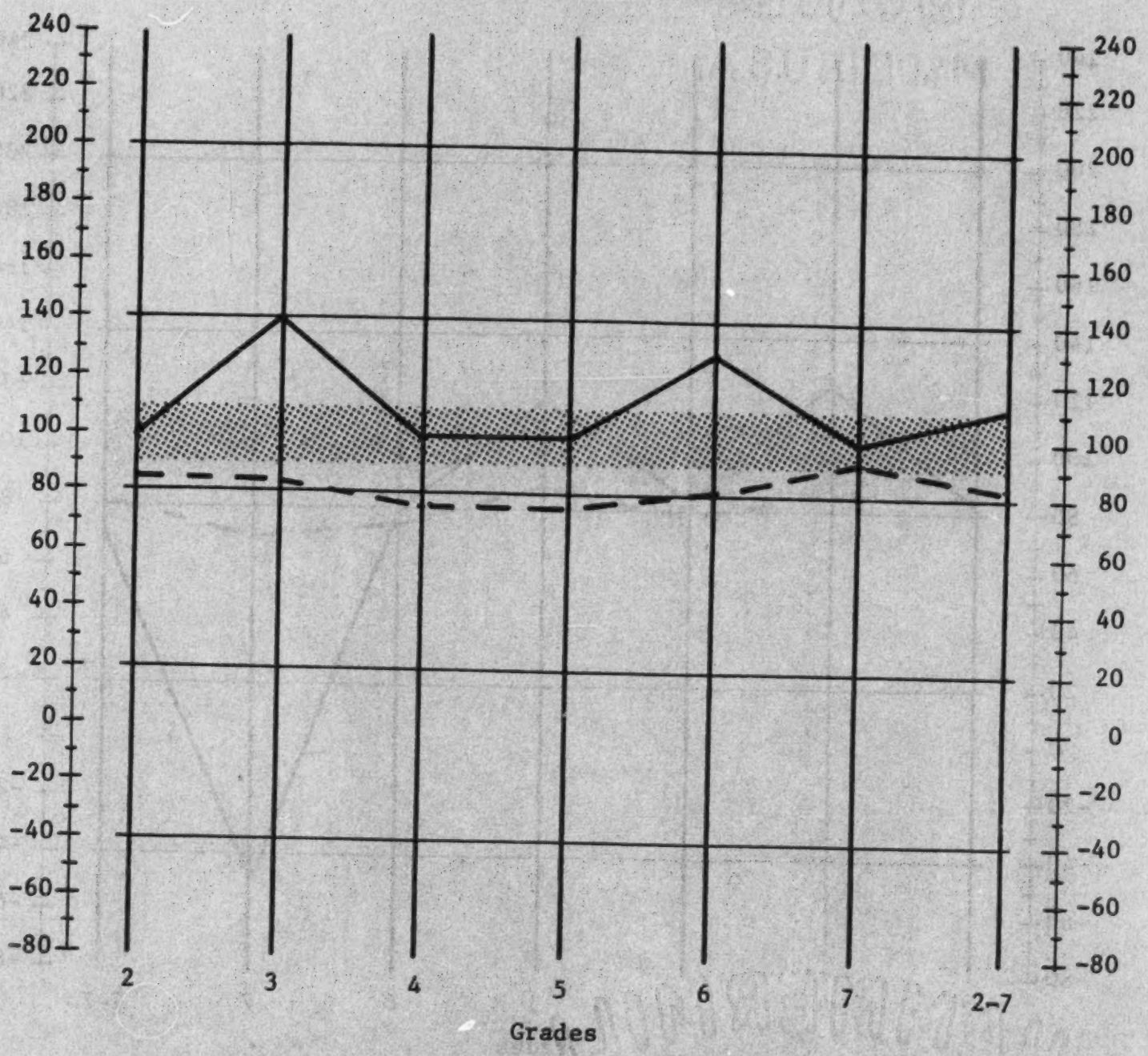


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	5	5	5	7	4	-2		
Predicted	6	4	6	6	5	4	73	
Grade level (April, 1971):								$0.02*
Actual	2.3	3.2	3.7	5.0	5.0	5.4		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	81	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

MARY LIN ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

Effective and acceptable level of performance

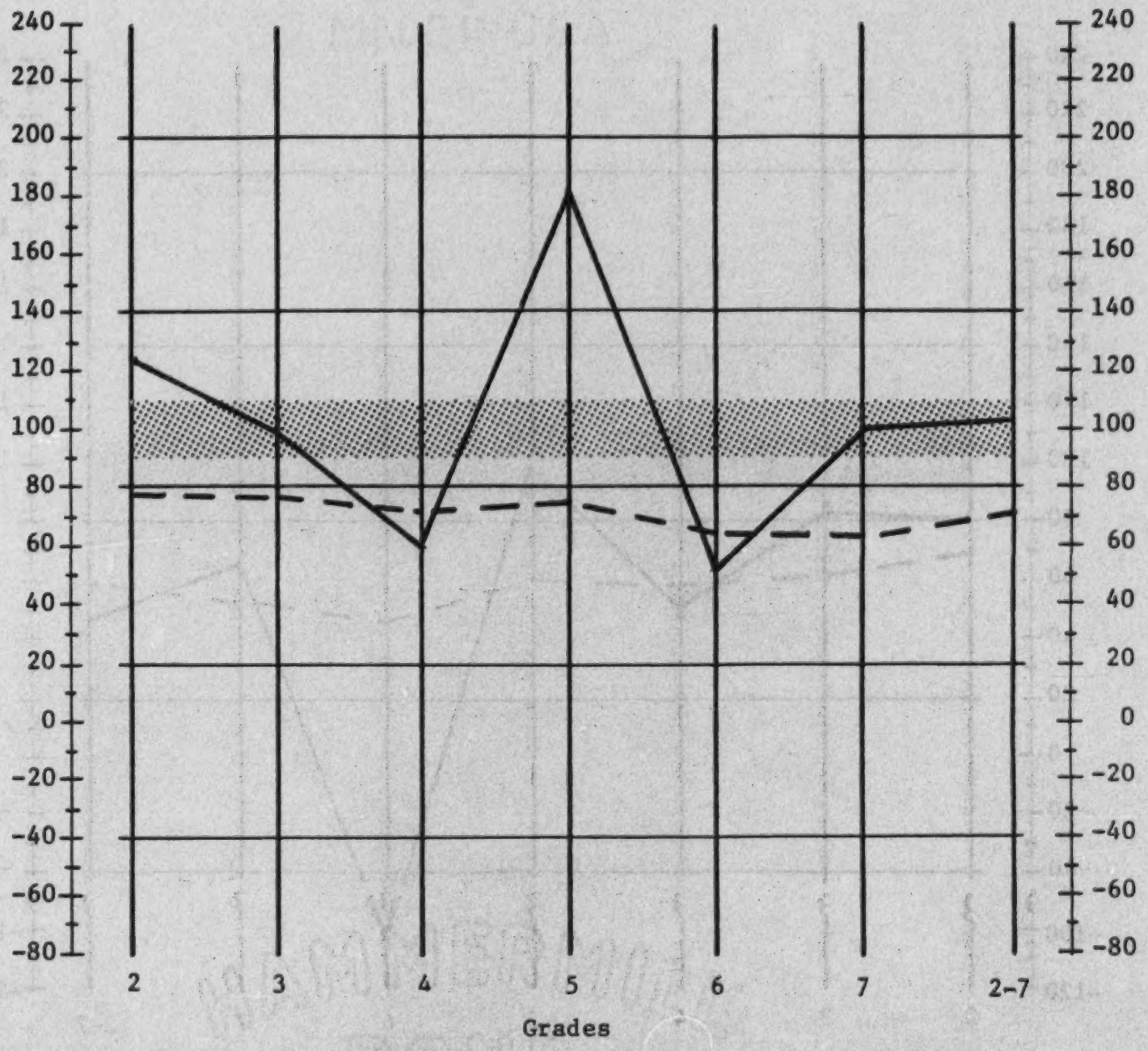
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	7	6	5	8	5	
Predicted	6	5	6	5	6	5	112
Grade level (April, 1971):							
Actual	2.3	3.1	3.6	4.4	5.4	7.0	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	83
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.00*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

LUCKIE ELEMENTARY SCHOOL

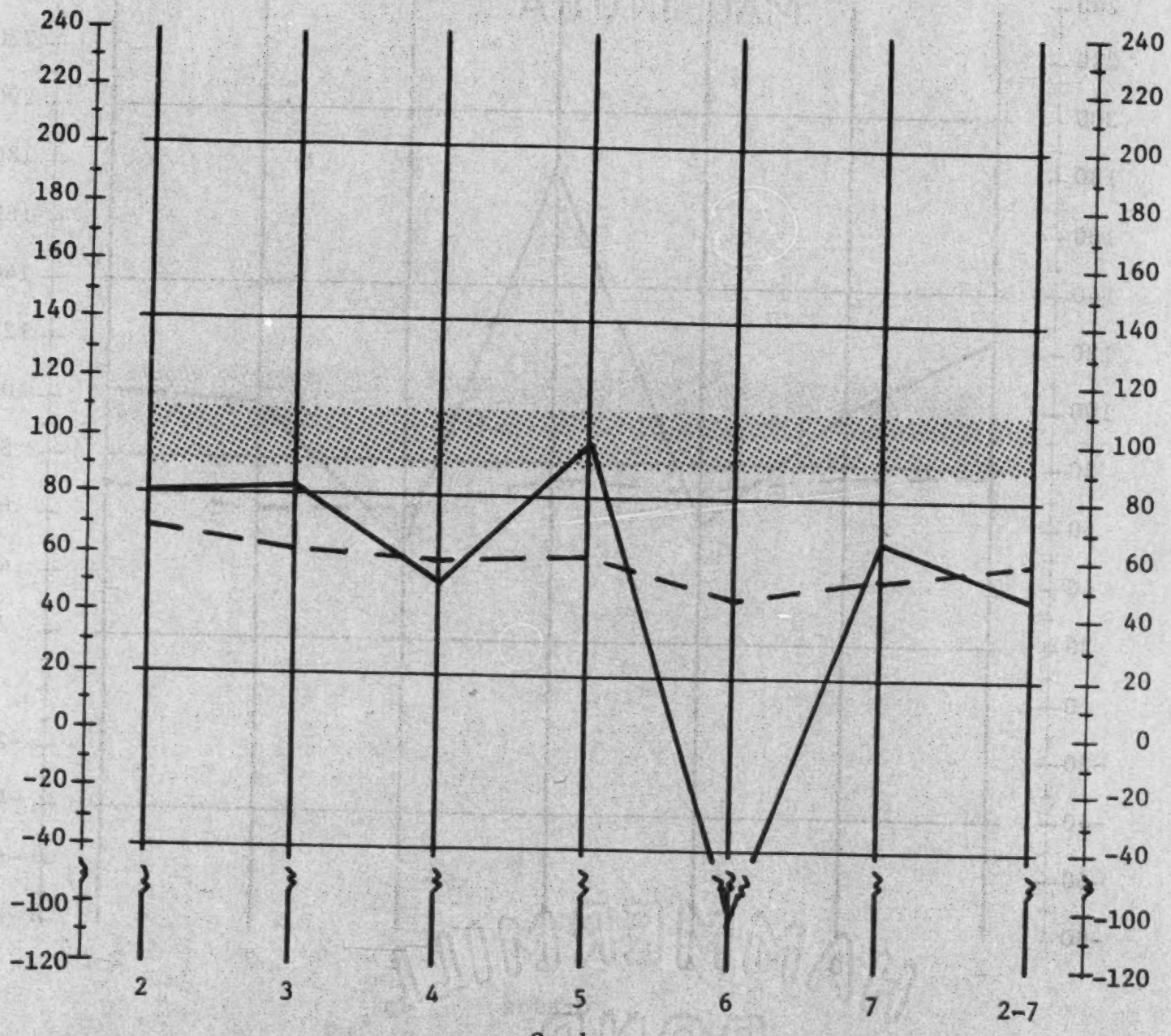


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	5	6	3	9	1	4		
Predicted	4	6	5	5	2	4	103	
Grade level (April, 1971):								$1.52*
Actual	2.1	2.8	3.4	4.3	4.4	5.0		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	72	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

MAYSON ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

▒▒▒ Effective and acceptable level of performance

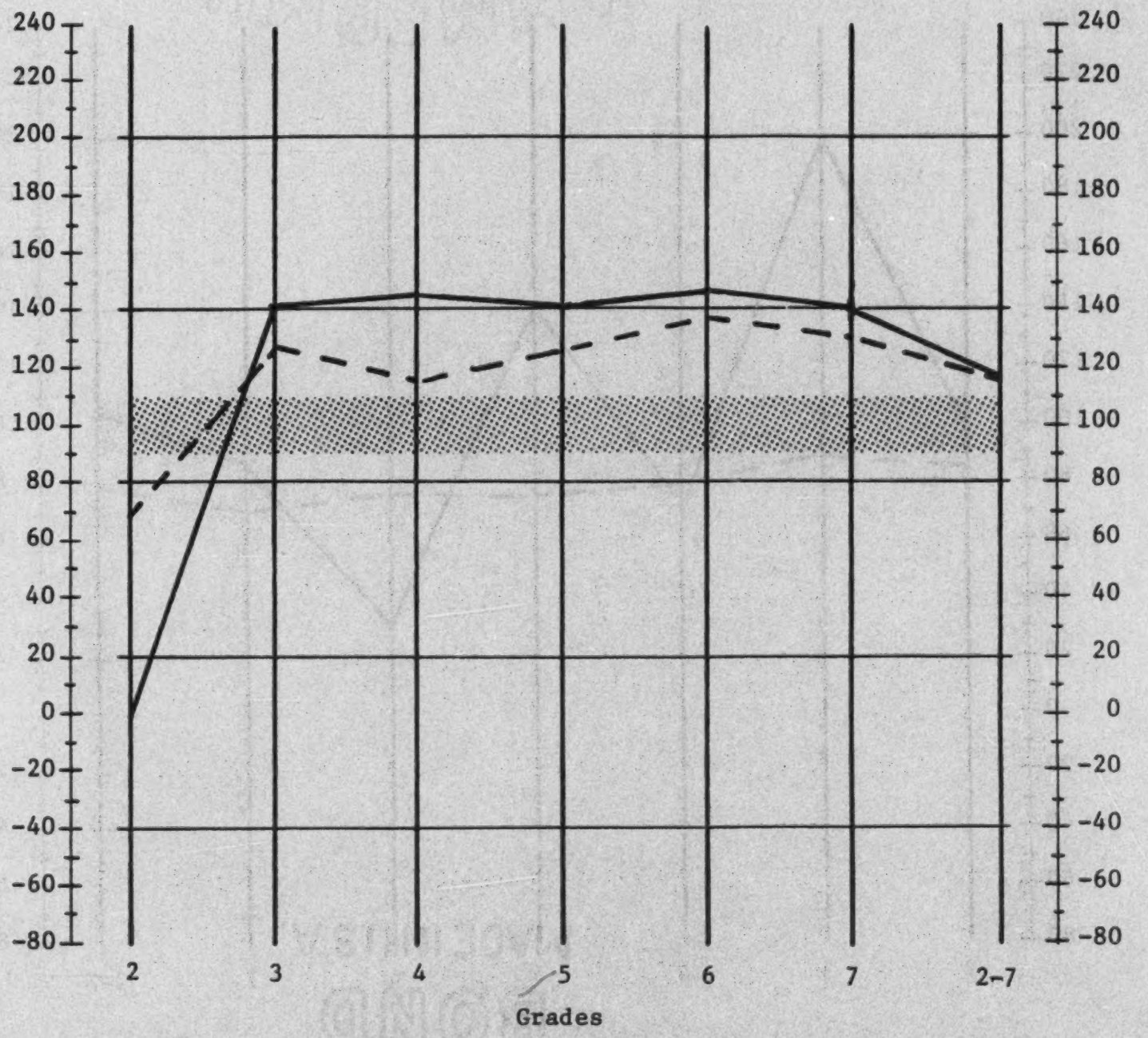
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	5	2	4	-2	2	
Predicted	5	6	4	4	2	3	-47
Grade level (April, 1971):							
Actual	1.9	2.3	2.7	3.6	3.4	4.3	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	60
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.73*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

McCLATCHEY ELEMENTARY SCHOOL



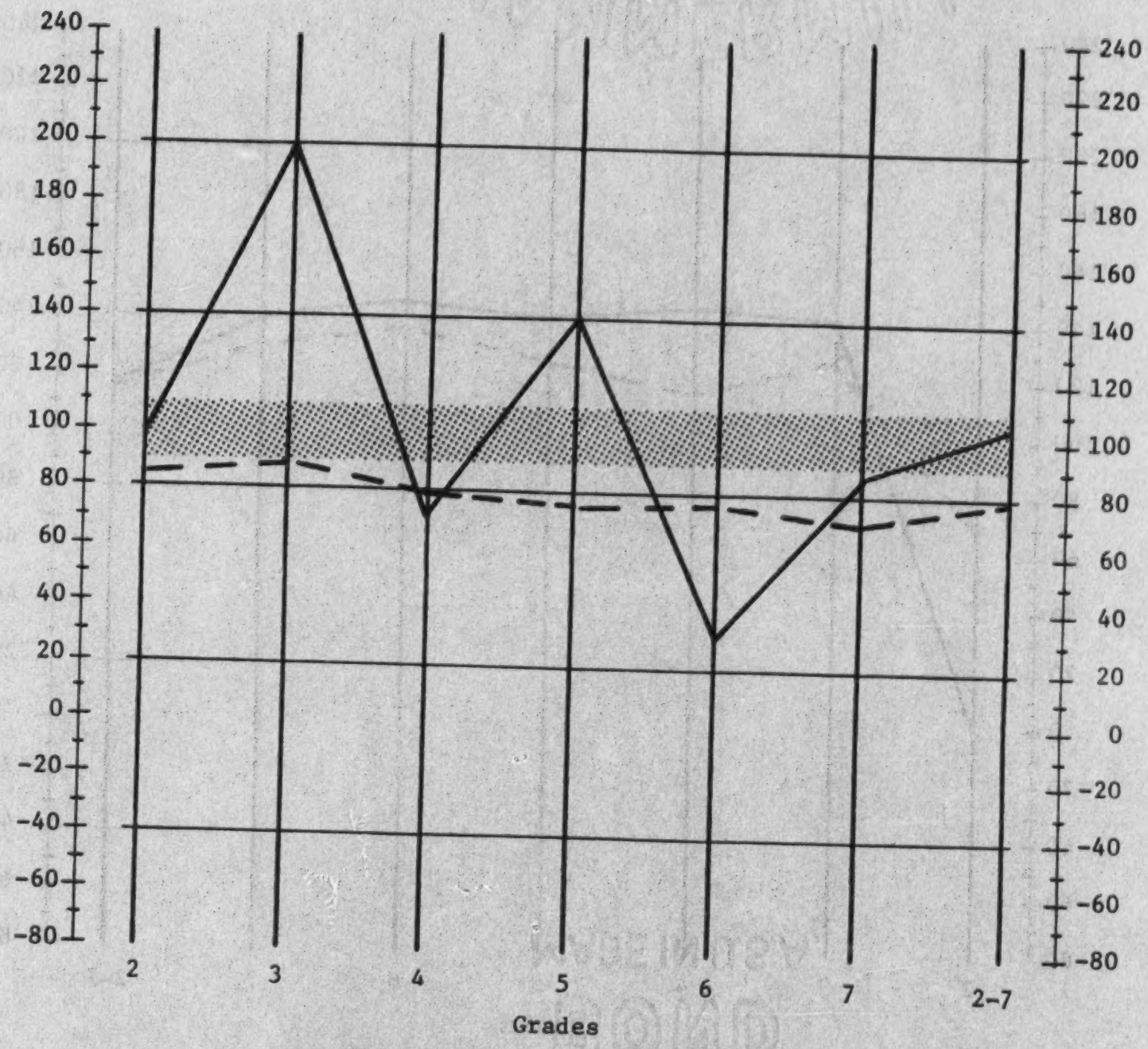
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	0	7	13	14	19	14	
Predicted	6	5	9	10	13	10	118
Grade level (April, 1971):							$0.00*
Actual	1.9	4.7	5.4	7.2	9.1	9.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	117
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

L. P. MILES ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

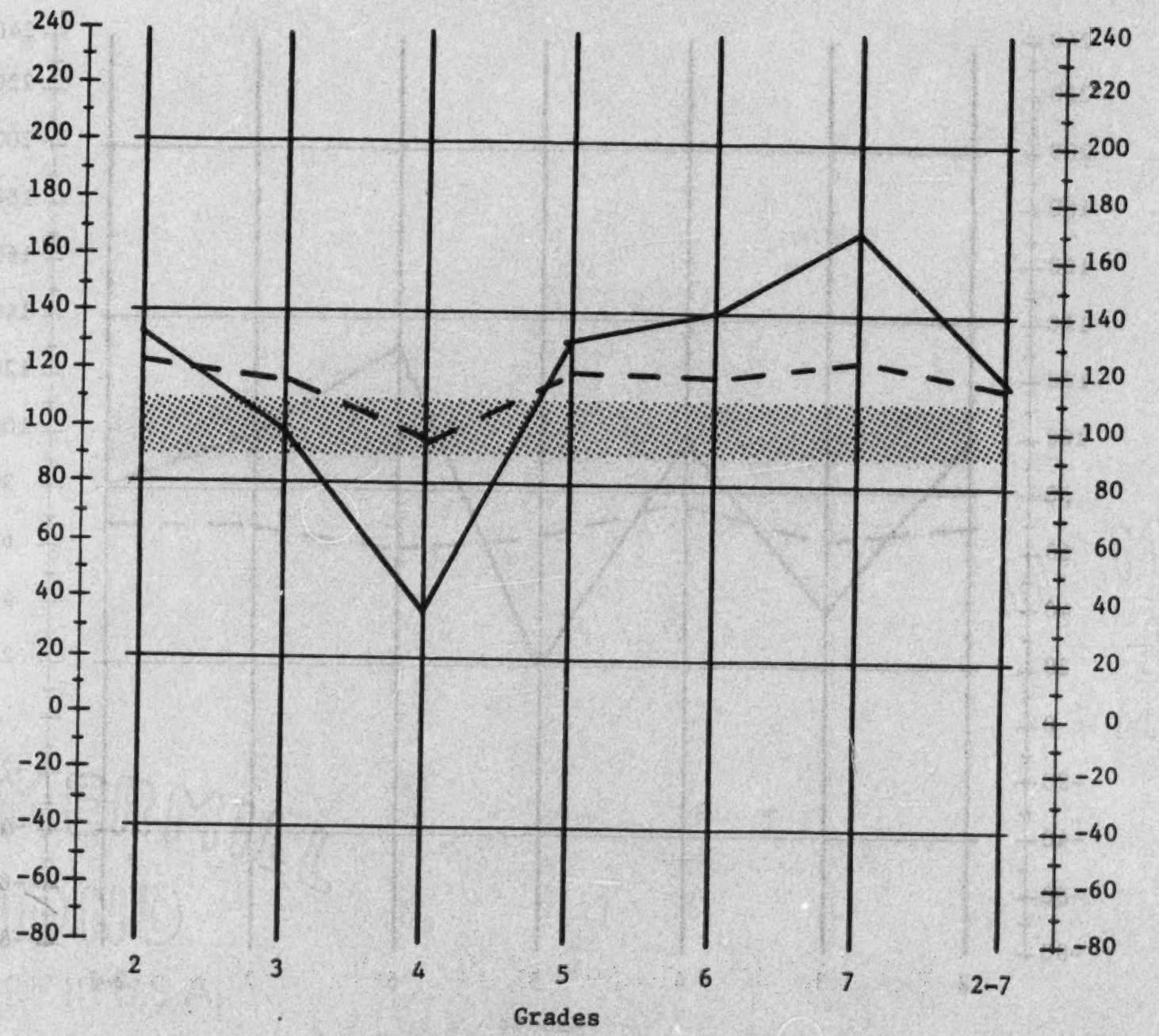
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	12	5	7	2	6	
Predicted	5	6	7	5	6	7	105
Grade level (April, 1971):							
Actual	2.3	3.3	3.7	4.3	5.0	5.4	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	79
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.08*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

MITCHELL ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

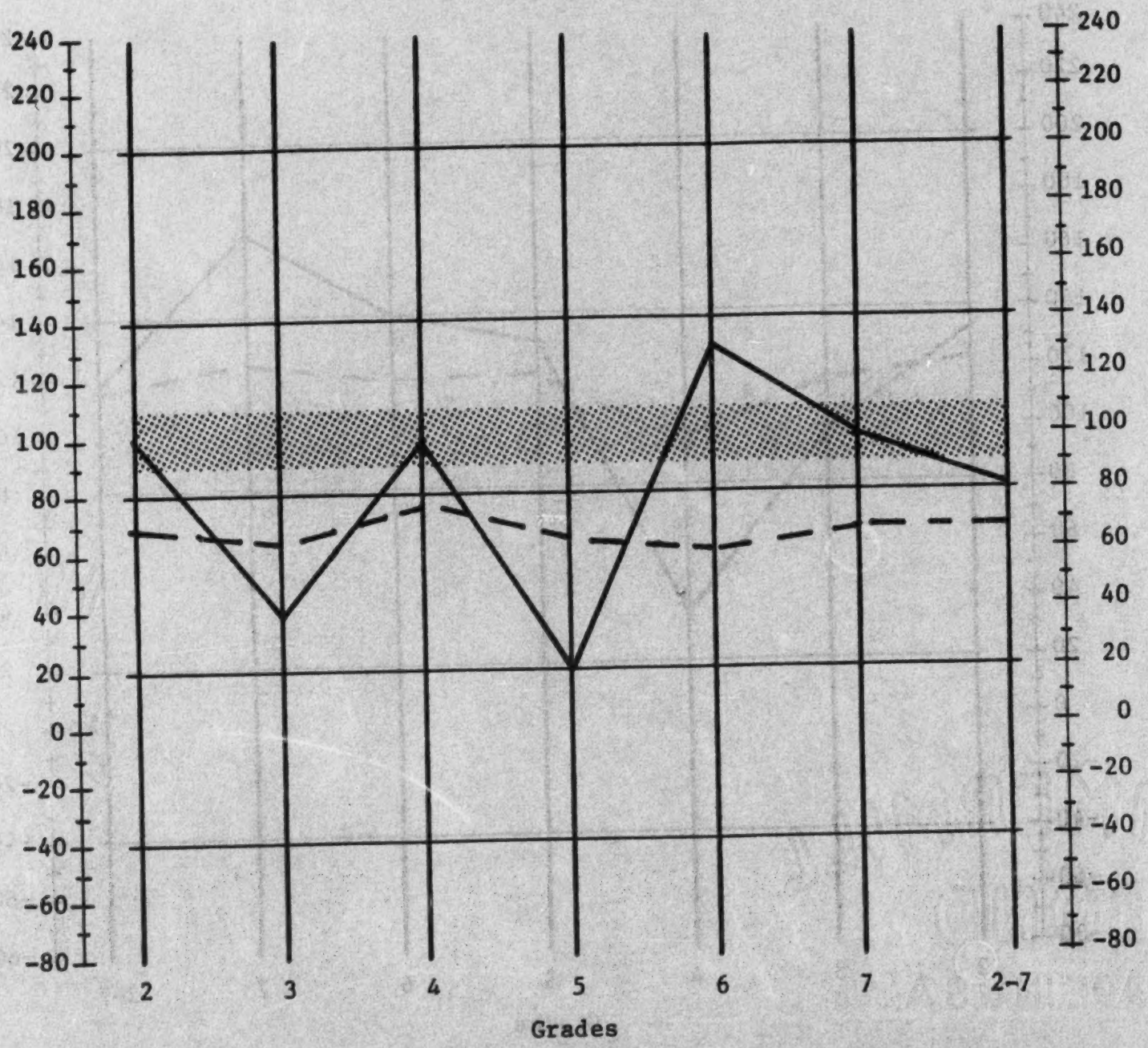
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	8	5	3	12	14	12	
Predicted	6	5	8	9	10	7	119
Grade level (April, 1971):							
Actual	3.3	4.3	4.4	7.0	7.9	9.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	116
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

\$0.23*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

MORELAND ELEMENTARY SCHOOL



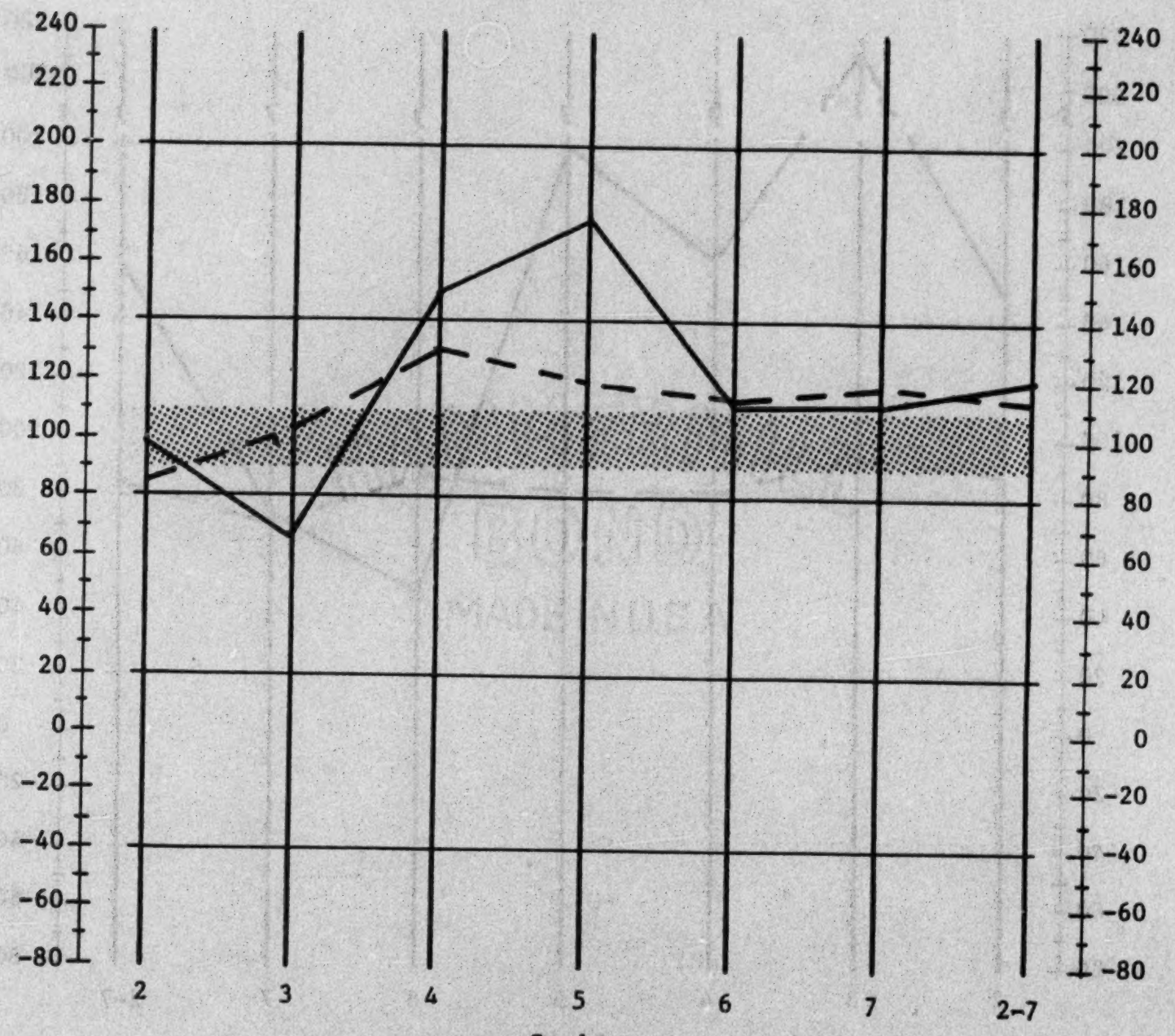
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	2	6	1	4	6	
Predicted	4	5	6	5	3	6	82
							$0.60*
Grade level (April, 1971):							
Actual	1.9	2.4	3.6	3.7	4.1	5.2	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	68
(National Norm) System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

MORNINGSIDE ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

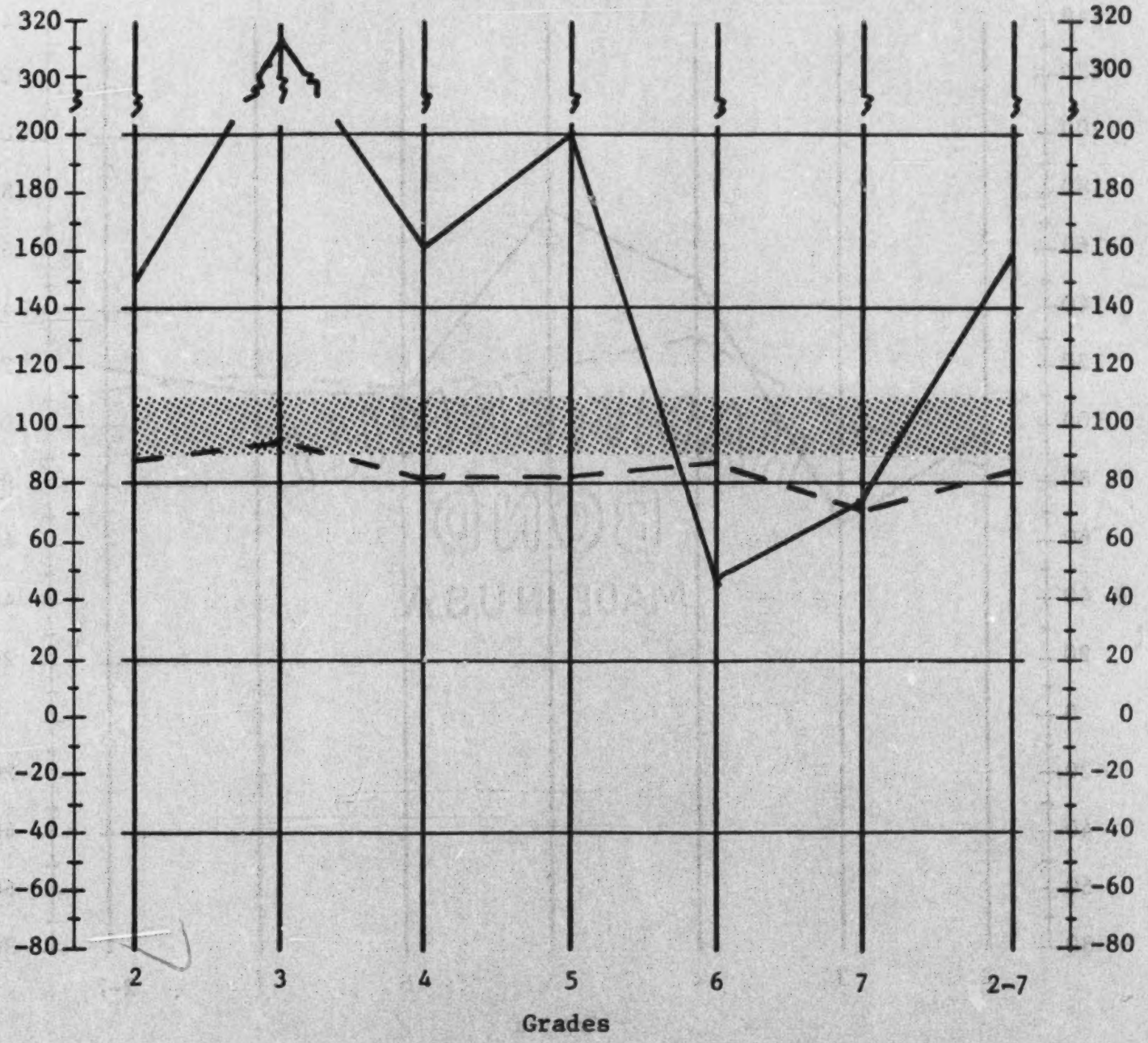
Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	4	12	16	11	9	
Predicted	6	6	8	9	10	8	120
Grade level (April, 1971):							$0.00*
Actual	2.3	3.9	6.2	7.0	7.6	9.1	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	113
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

MOUNT VERNON ELEMENTARY SCHOOL



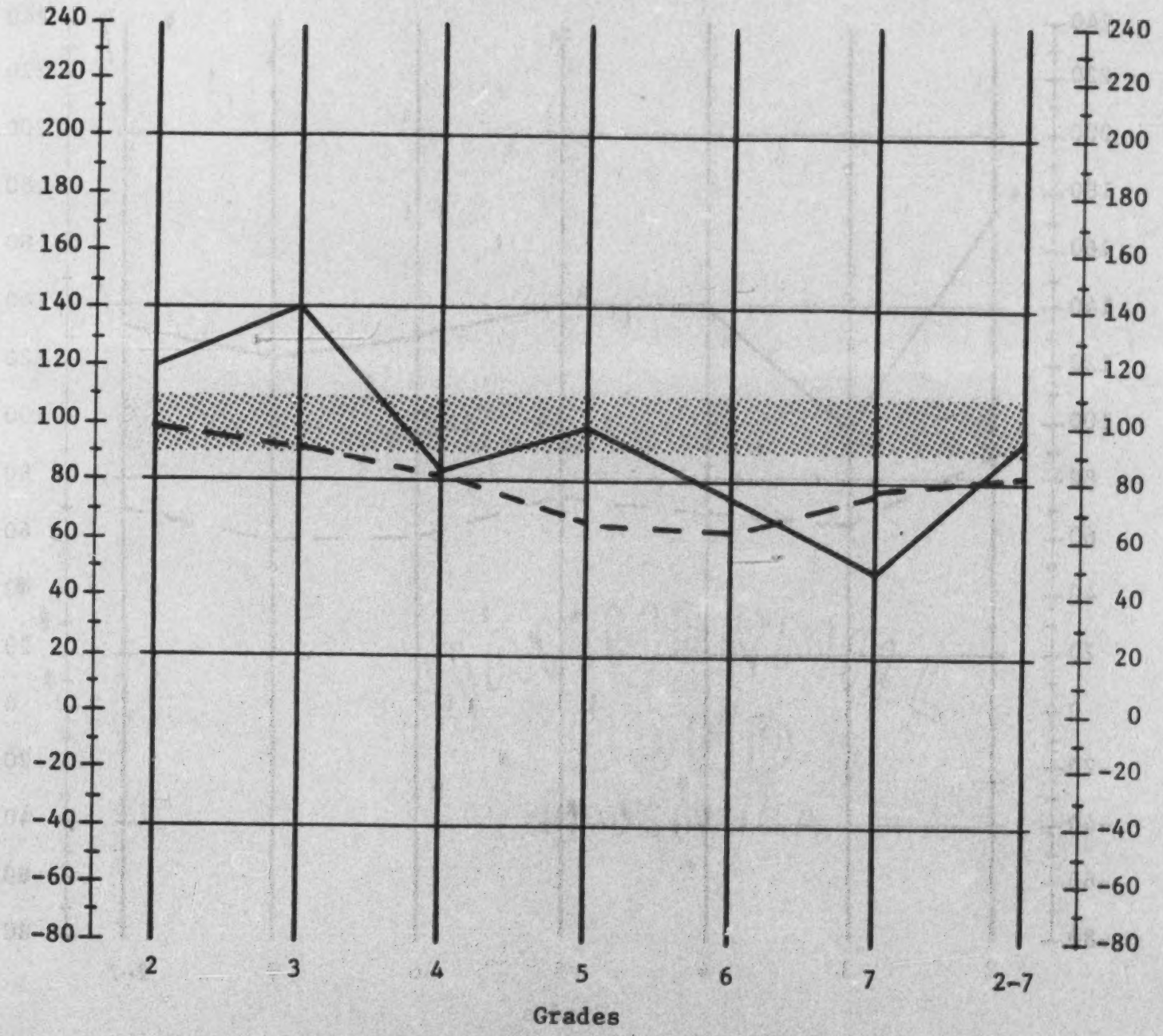
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	9	22	13	10	4	6	
Predicted	6	7	8	5	8	8	159
Grade level (April, 1971):							$0.00*
Actual	2.4	3.5	3.8	4.6	5.8	5.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	84
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

OGLETHORPE ELEMENTARY SCHOOL



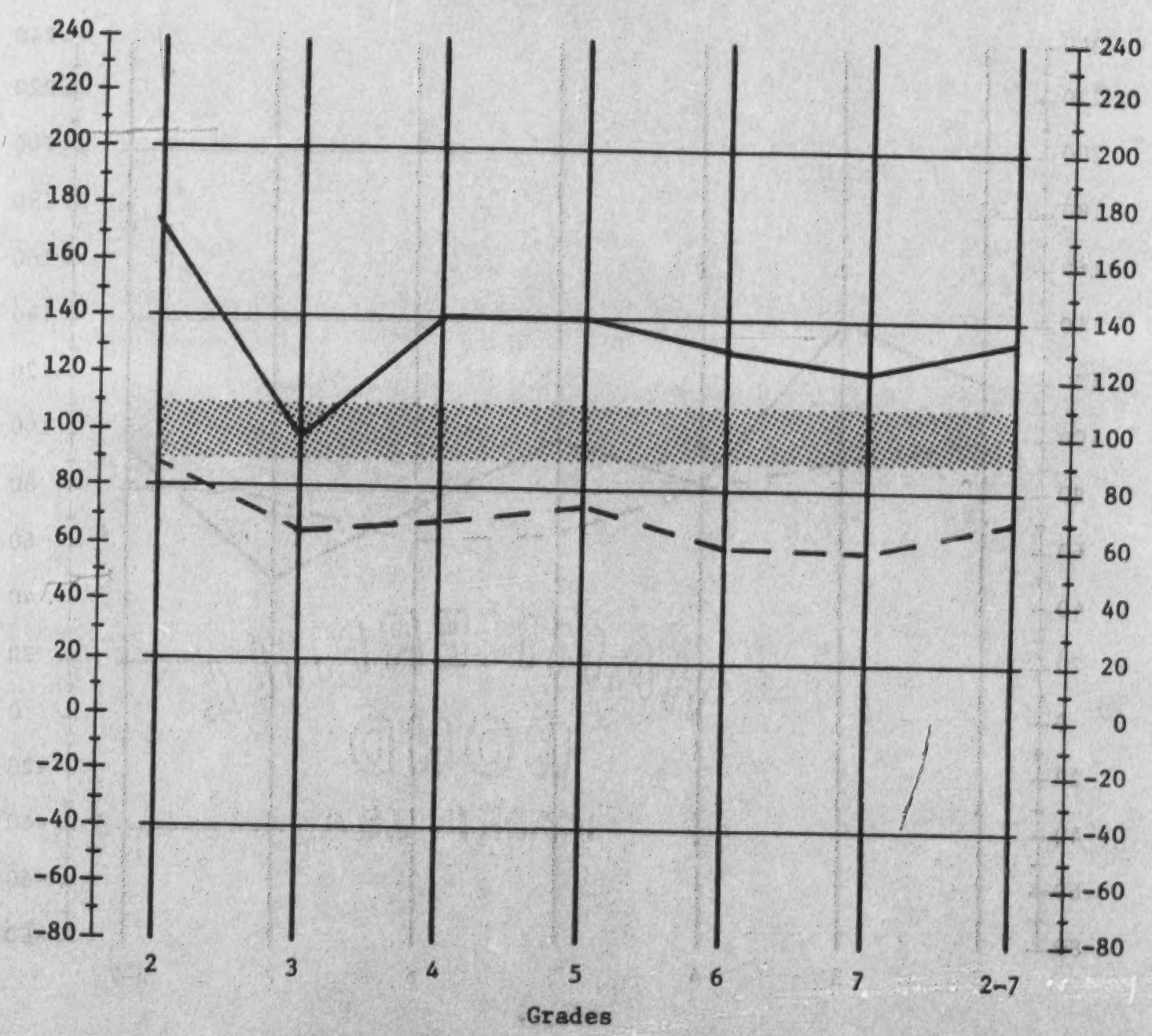
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	7	6	5	3	3	
Predicted	5	5	7	5	4	6	95
Grade level (April, 1971):							
Actual	2.7	3.4	3.8	3.9	4.4	5.9	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	81
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.55*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

PEEPLES ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

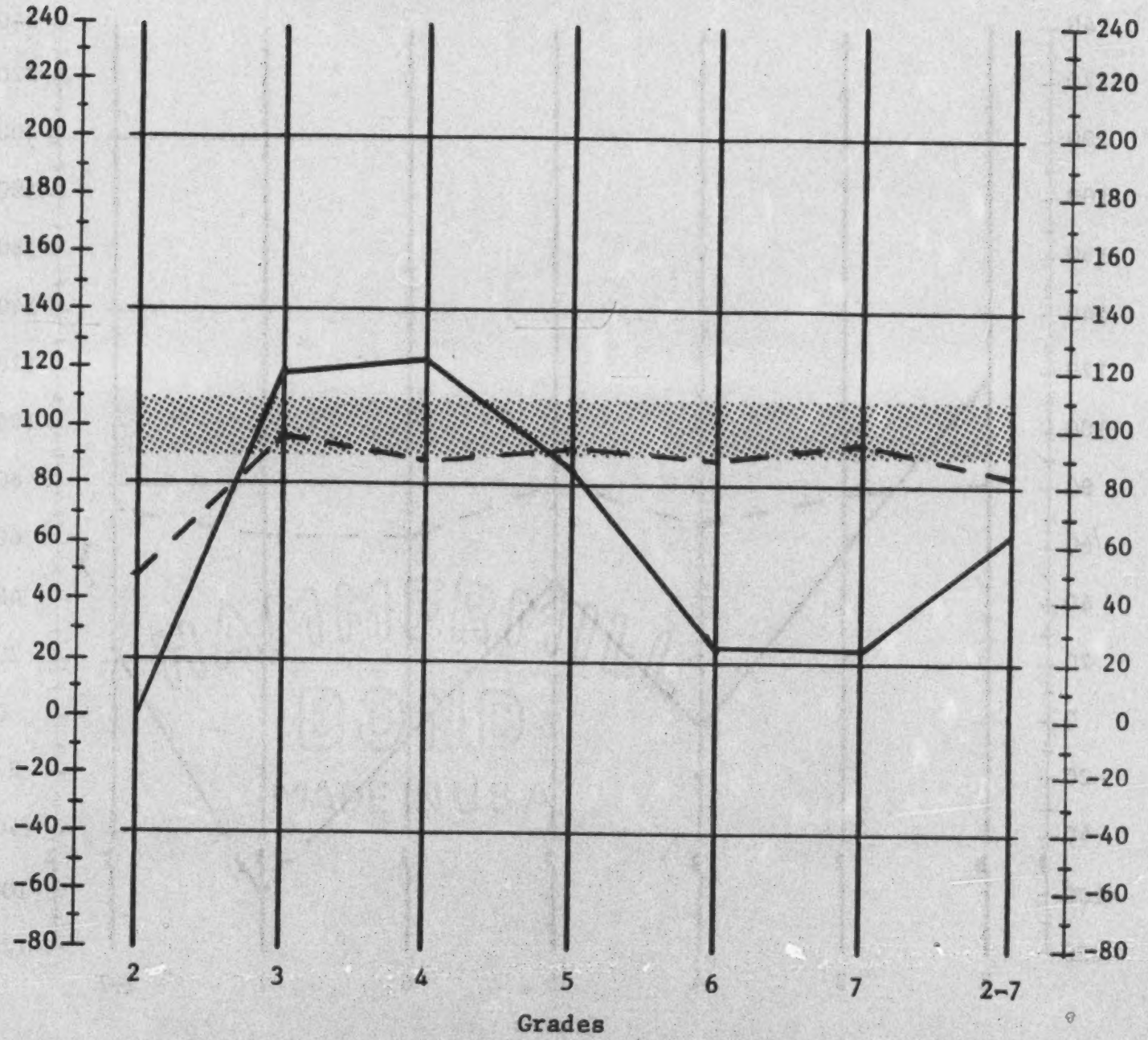
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	7	5	7	7	4	5	
Predicted	4	5	5	5	3	4	136
Grade level (April, 1971):							
Actual	2.4	2.4	3.2	4.3	4.1	4.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	70
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.95*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

PERKERSON ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

Effective and acceptable level of performance

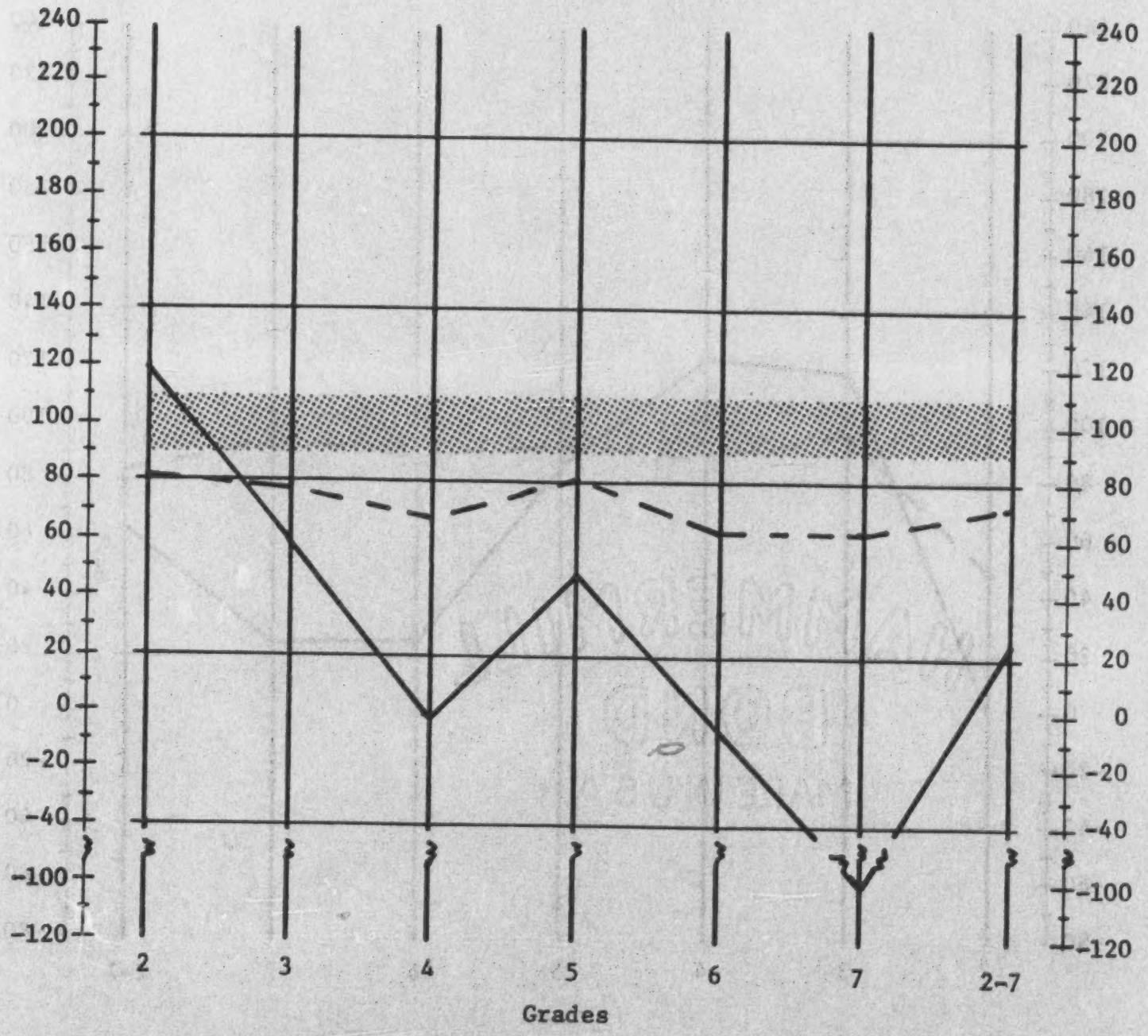
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	0	7	10	6	2	2	
Predicted	6	6	8	7	8	8	63
Grade level (April, 1971):							
Actual	1.3	3.5	4.1	5.2	5.8	7.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	84
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.03*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

PETERSON ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

▒▒▒ Effective and acceptable level of performance

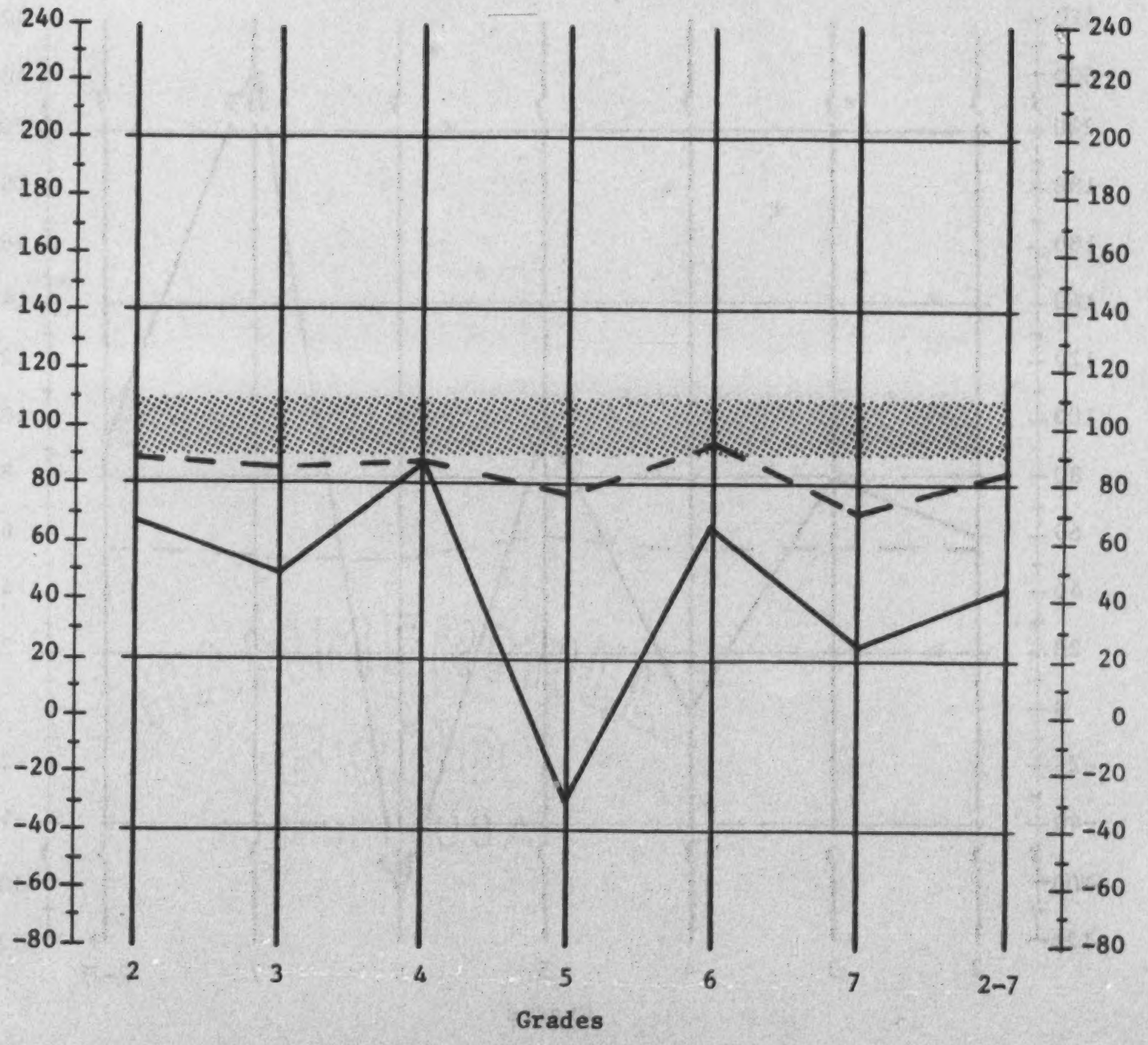
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	5	0	3	-4	-2	
Predicted	5	8	5	6	0	2	26
Grade level (April, 1971):							
Actual	2.2	2.9	3.2	4.6	4.4	5.0	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	73
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.04*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

PEYTON FOREST ELEMENTARY SCHOOL



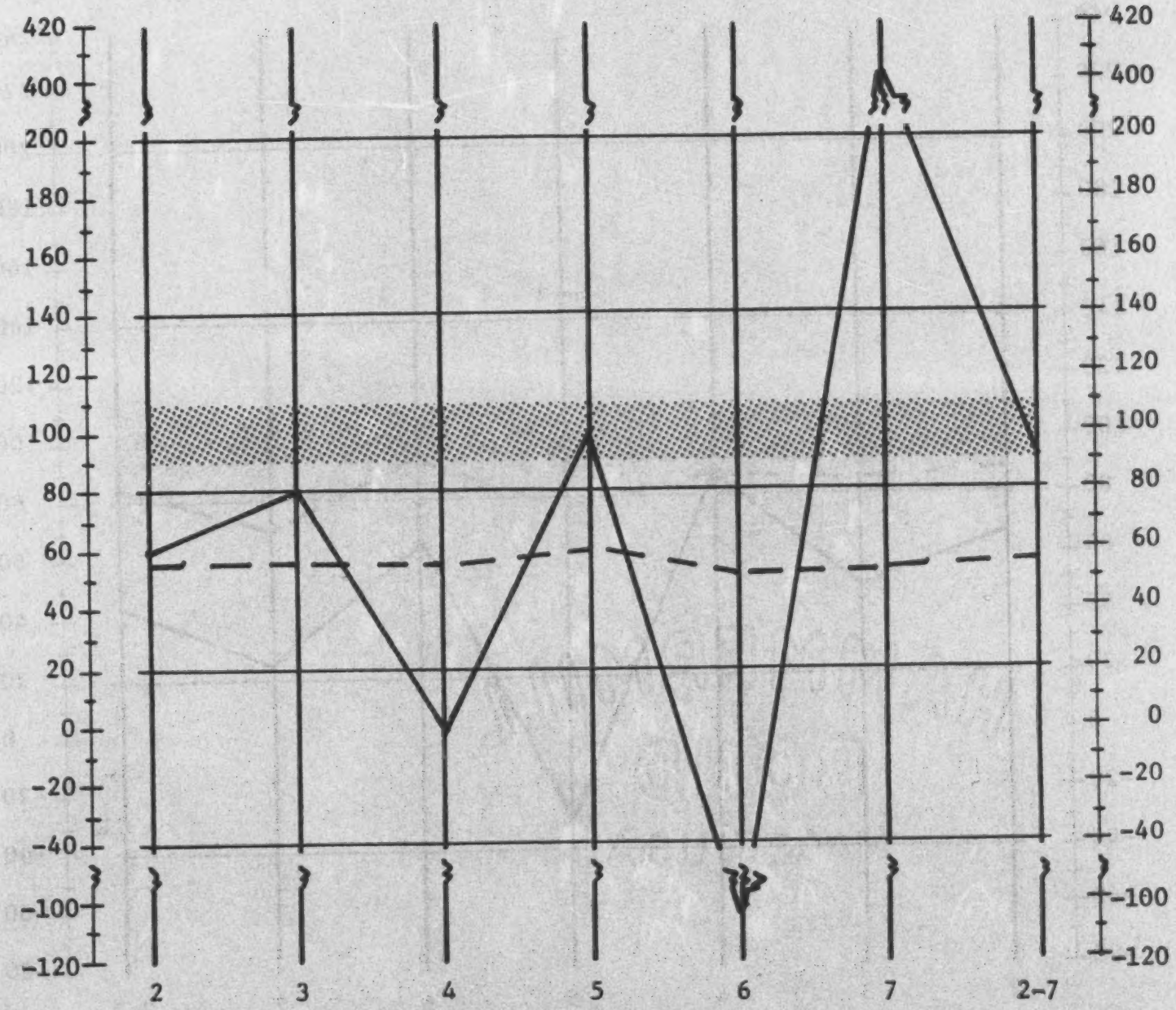
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	3	7	-2	6	2	
Predicted	6	6	8	7	9	8	45
Grade level (April, 1971):							$0.01*
Actual	2.4	3.2	4.1	4.4	6.2	5.4	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	84
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

PITTS ELEMENTARY SCHOOL

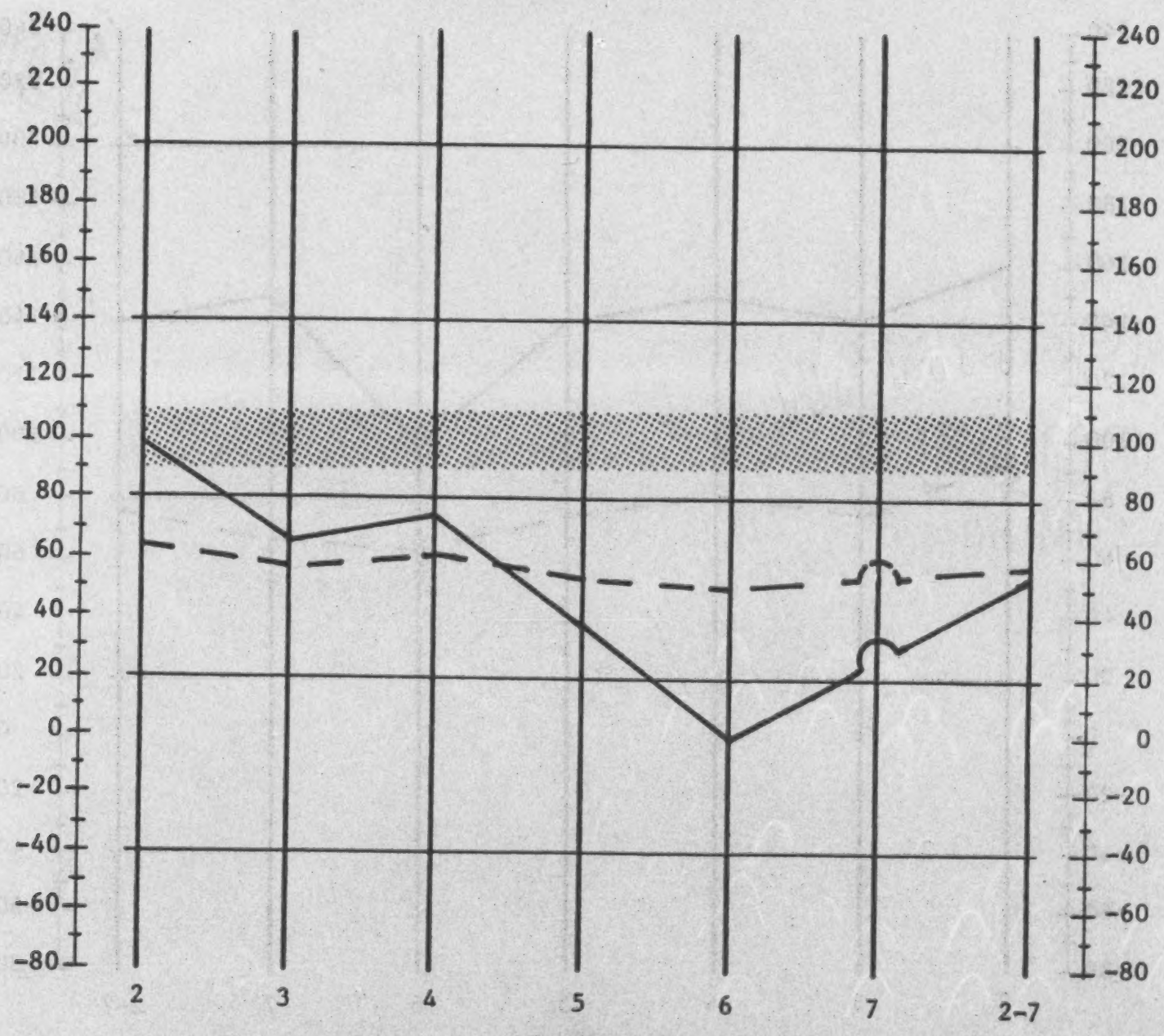


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	3	4	0	4	-1	4		
Predicted	5	5	3	4	1	1	90	
Grade level (April, 1971):								$1.03*
Actual	1.5	2.1	2.7	3.6	3.6	4.3		
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	57	
(National Norm)								
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

PRYOR ELEMENTARY SCHOOL

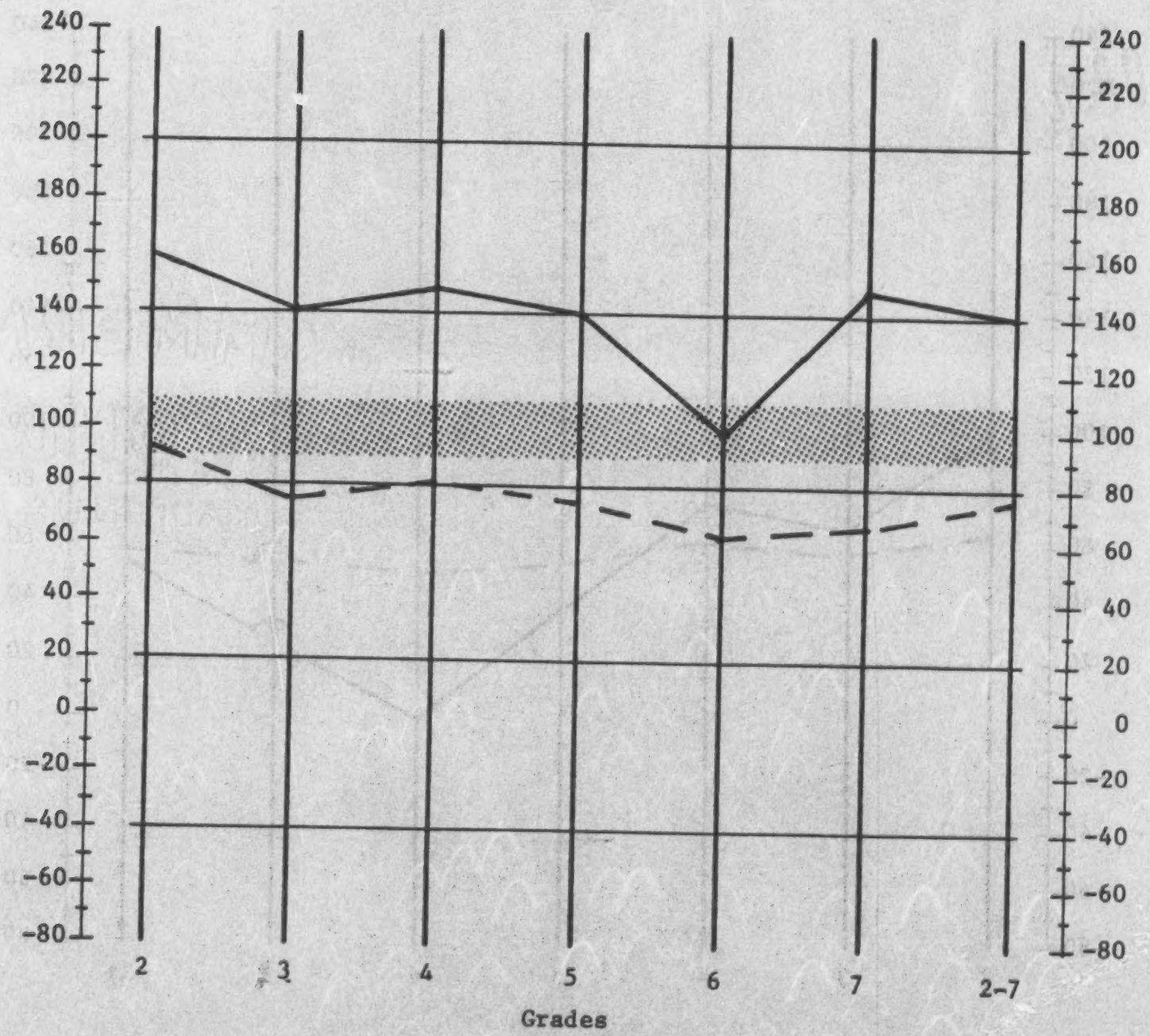


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	4	4	3	2	0	—	
Predicted	4	6	4	5	1	—	56
Grade level (April, 1971):							$8.12*
Actual	1.7	2.2	2.9	3.2	3.6	—	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	59
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

RAGSDALE ELEMENTARY SCHOOL



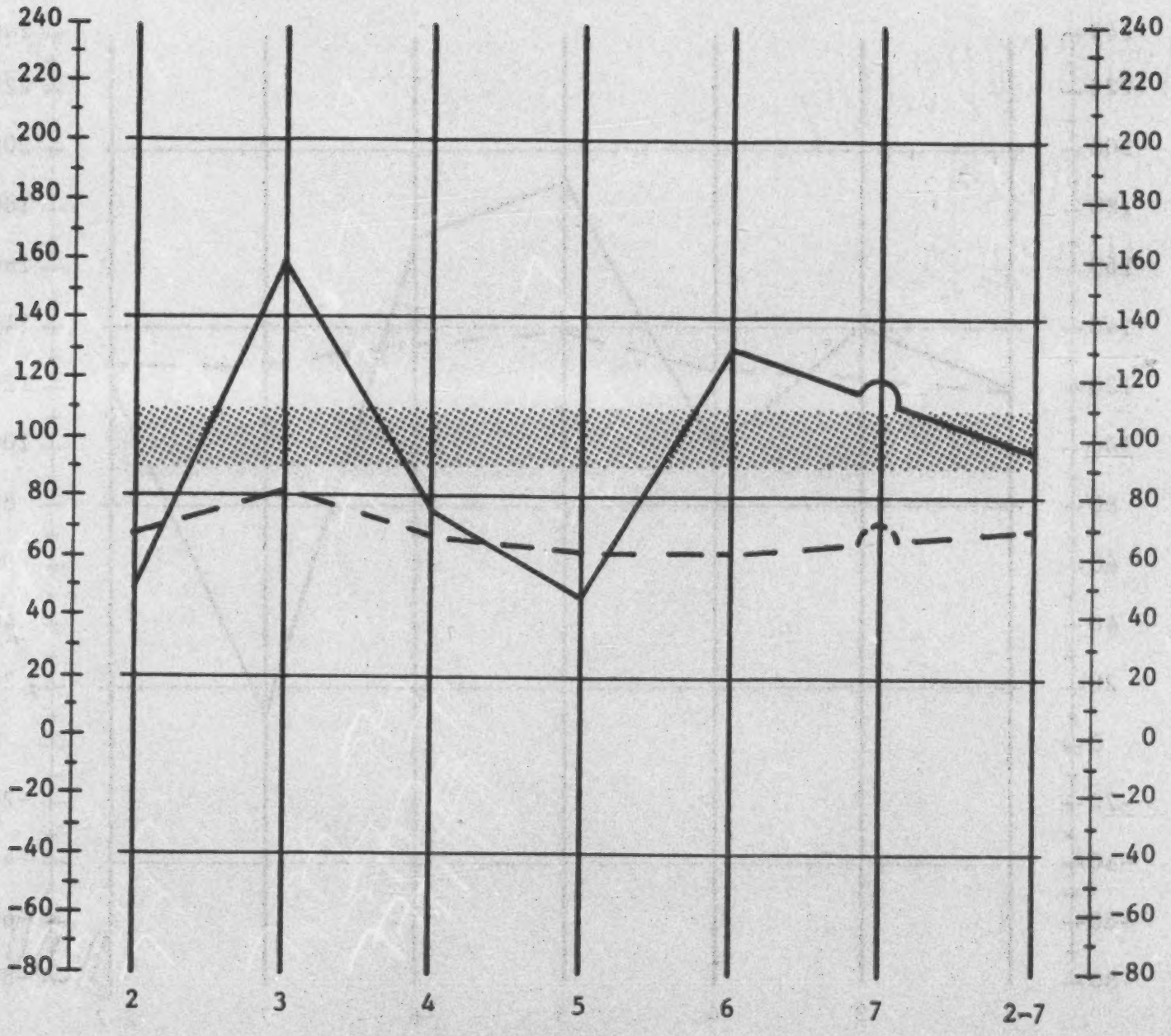
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	8	7	9	7	3	6	
Predicted	5	5	6	5	3	4	140
Grade level (April, 1971):							$0.04*
Actual	2.5	2.8	3.8	4.3	4.4	5.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	77
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

REYNOLDS ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

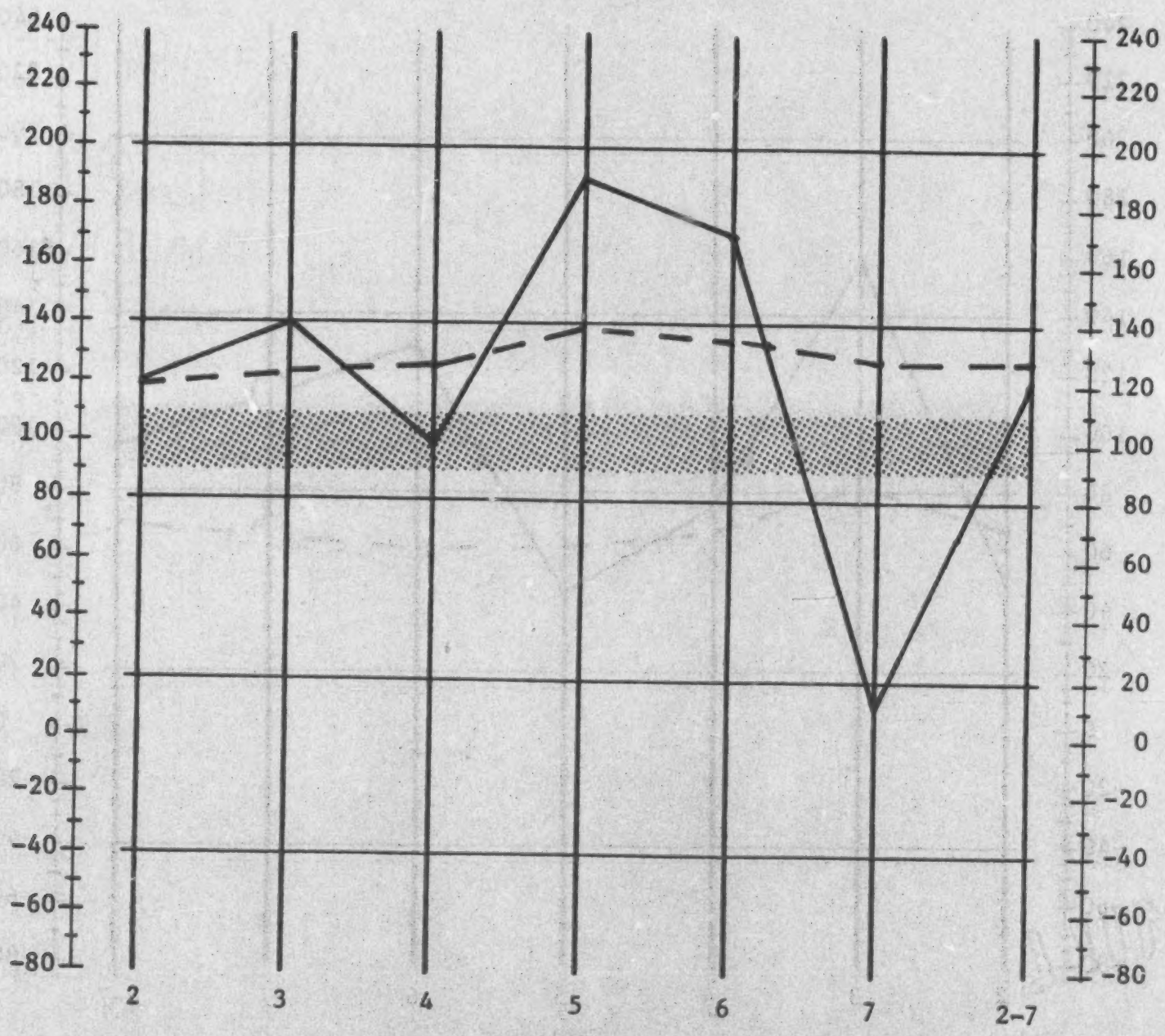
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	2	8	3	3	4	---	
Predicted	4	5	4	6	3	---	94
Grade level (April, 1971):							
Actual	1.8	3.0	3.2	3.7	4.3	---	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	69
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.50*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

RIVERS ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

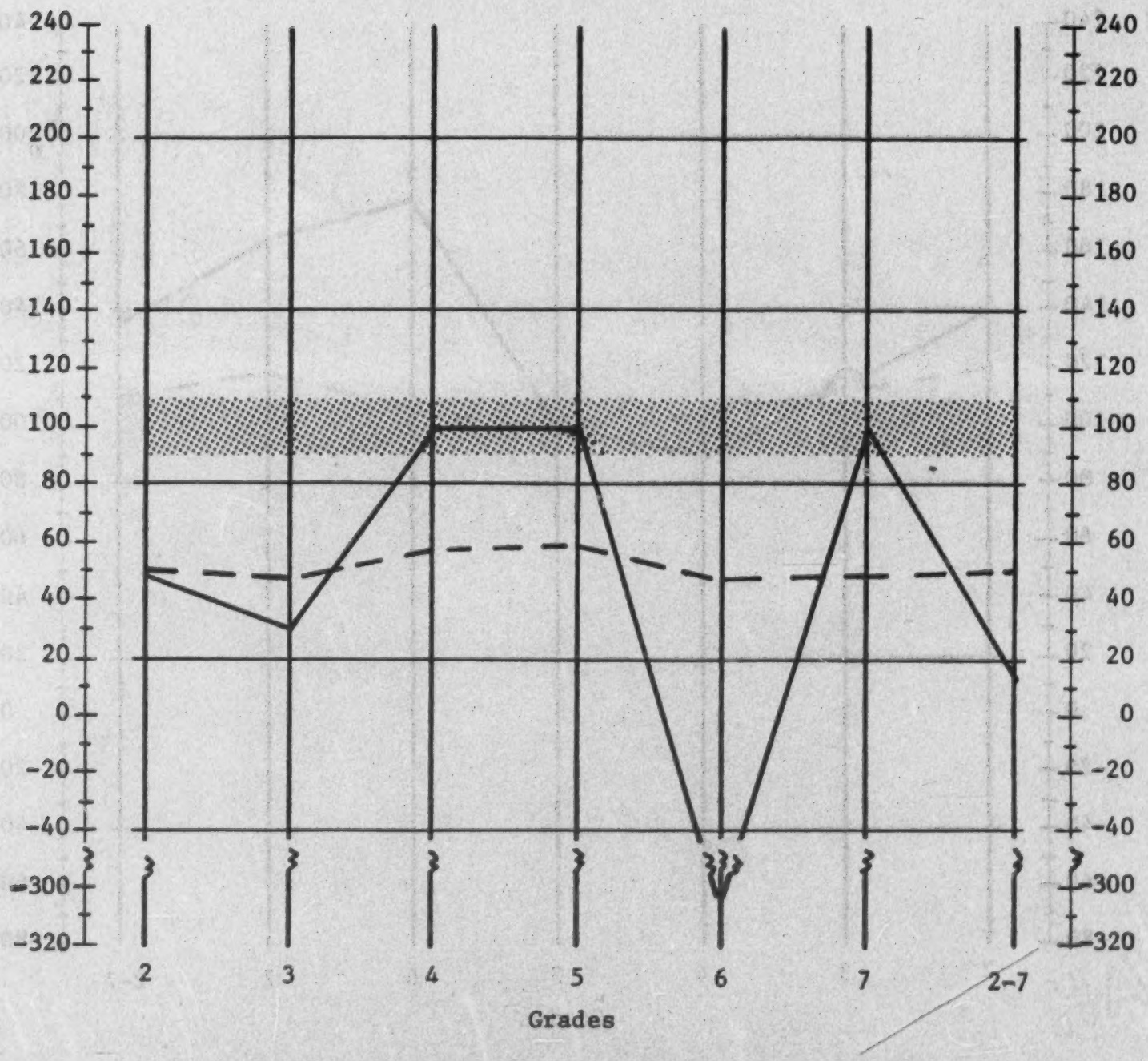
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	7	8	19	19	1	
Predicted	5	5	8	10	11	9	122
Grade level (April, 1971):							
Actual	3.2	4.5	6.0	7.9	9.1	9.9	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	129
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.00*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

ROBINSON ELEMENTARY SCHOOL

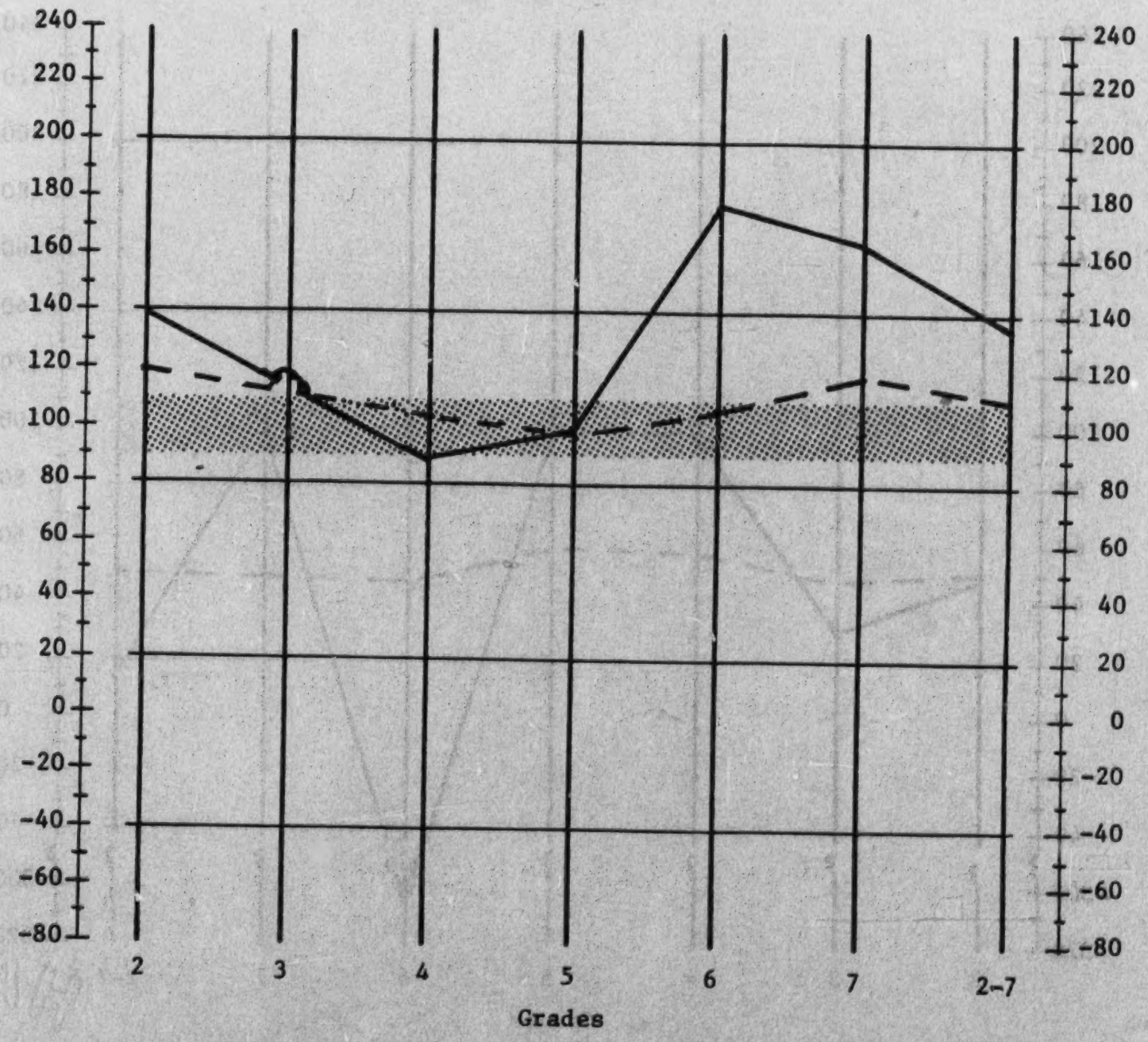


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	2	2	3	4	-3	2	
Predicted	4	6	3	4	1	2	14
Grade level (April, 1971):							$7.38*
Actual	1.4	1.8	2.7	3.4	3.4	4.1	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	54
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

ROCK SPRINGS ELEMENTARY SCHOOL



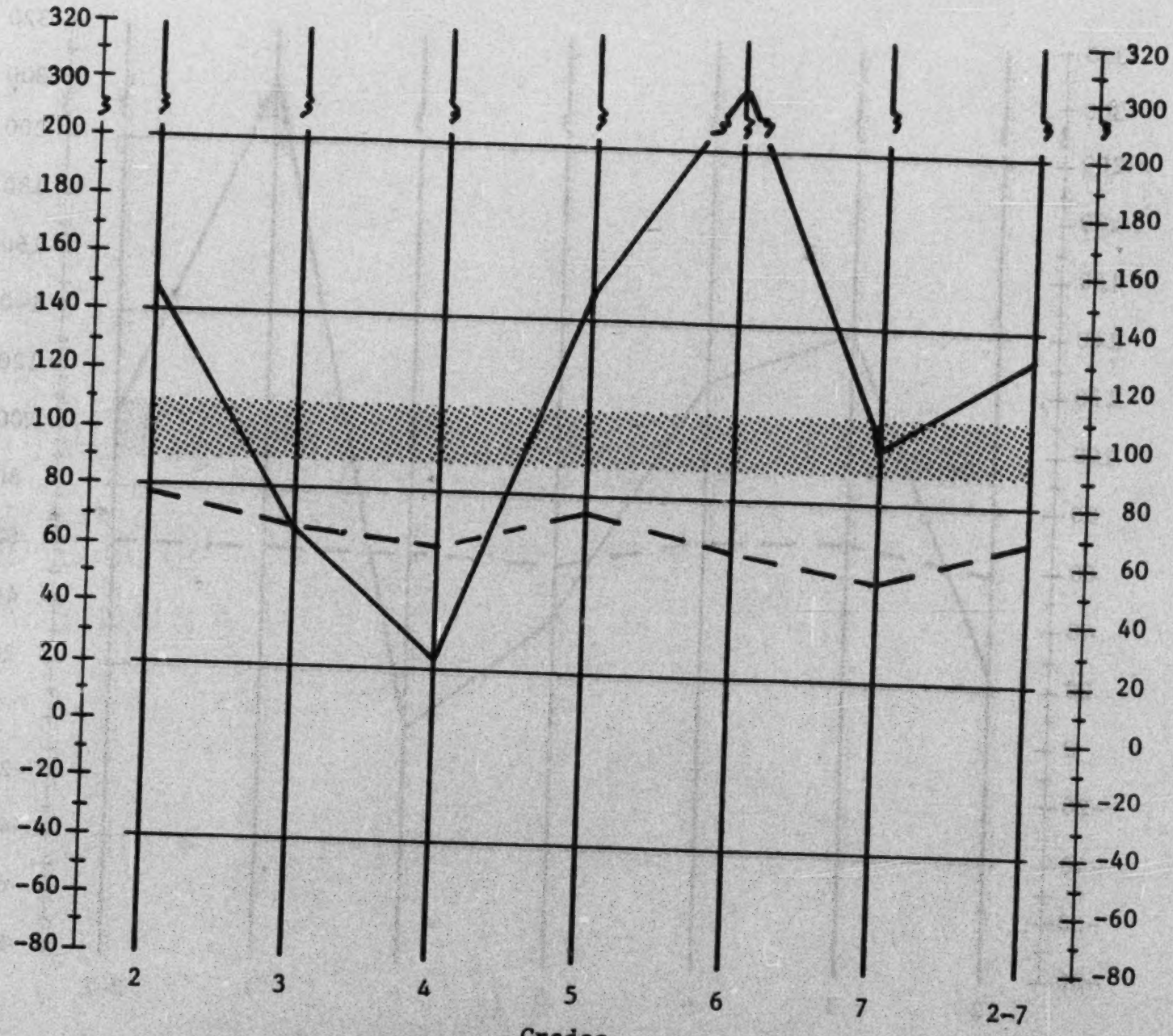
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	7	---	8	8	16	15		
Predicted	5	---	9	8	9	9	135	
Grade level (April, 1971):								
Actual	3.2	---	5.0	5.6	7.2	9.1		$0.03*
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	110	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

RUSK ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

- - - Index of attainment of acceptable level

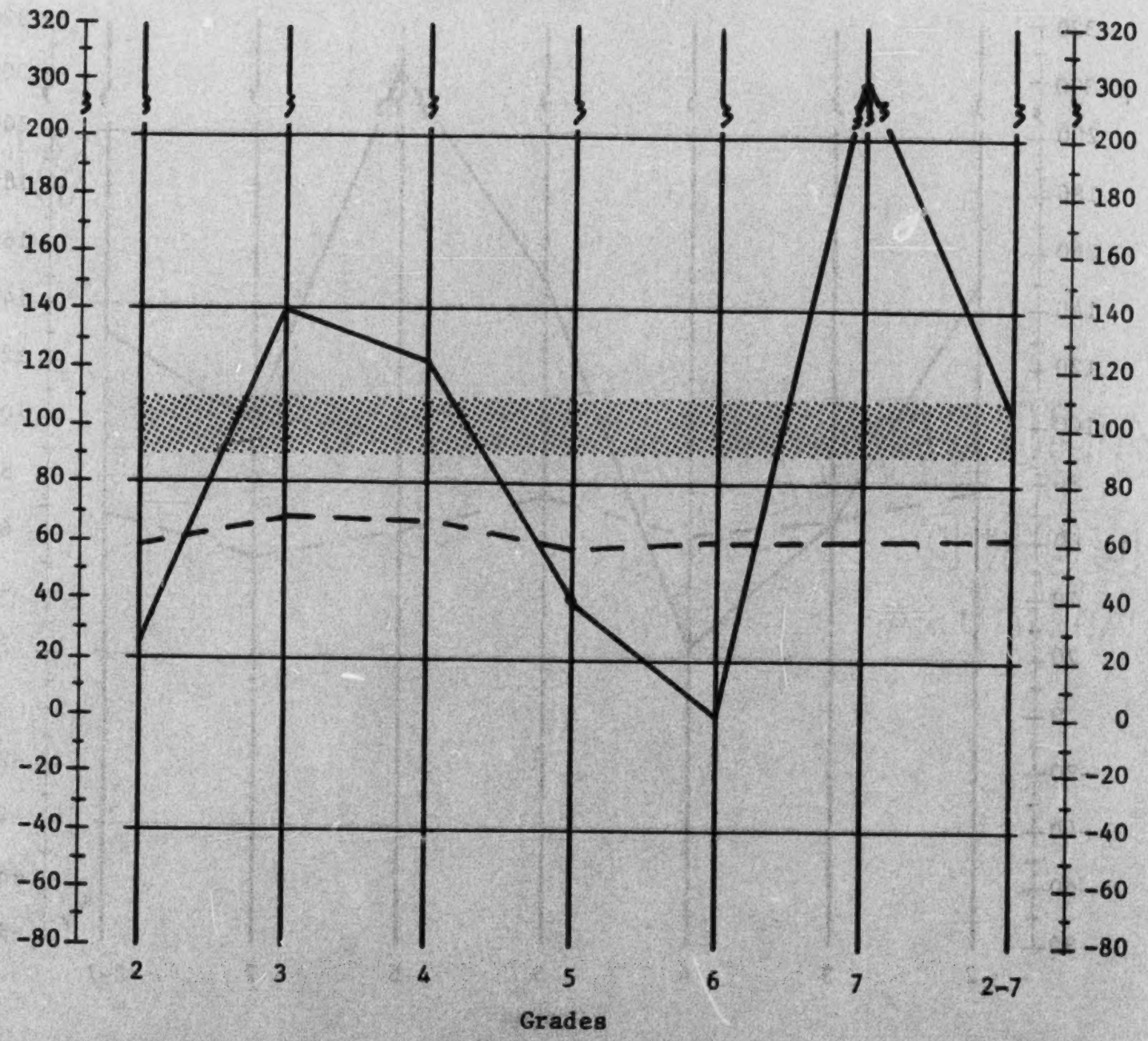
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	4	1	9	6	4	
Predicted	4	6	4	6	2	4	132
Grade level (April, 1971):							
Actual	2.1	2.5	3.0	4.3	4.3	4.3	$1.87*
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	68
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

SCOTT ELEMENTARY SCHOOL



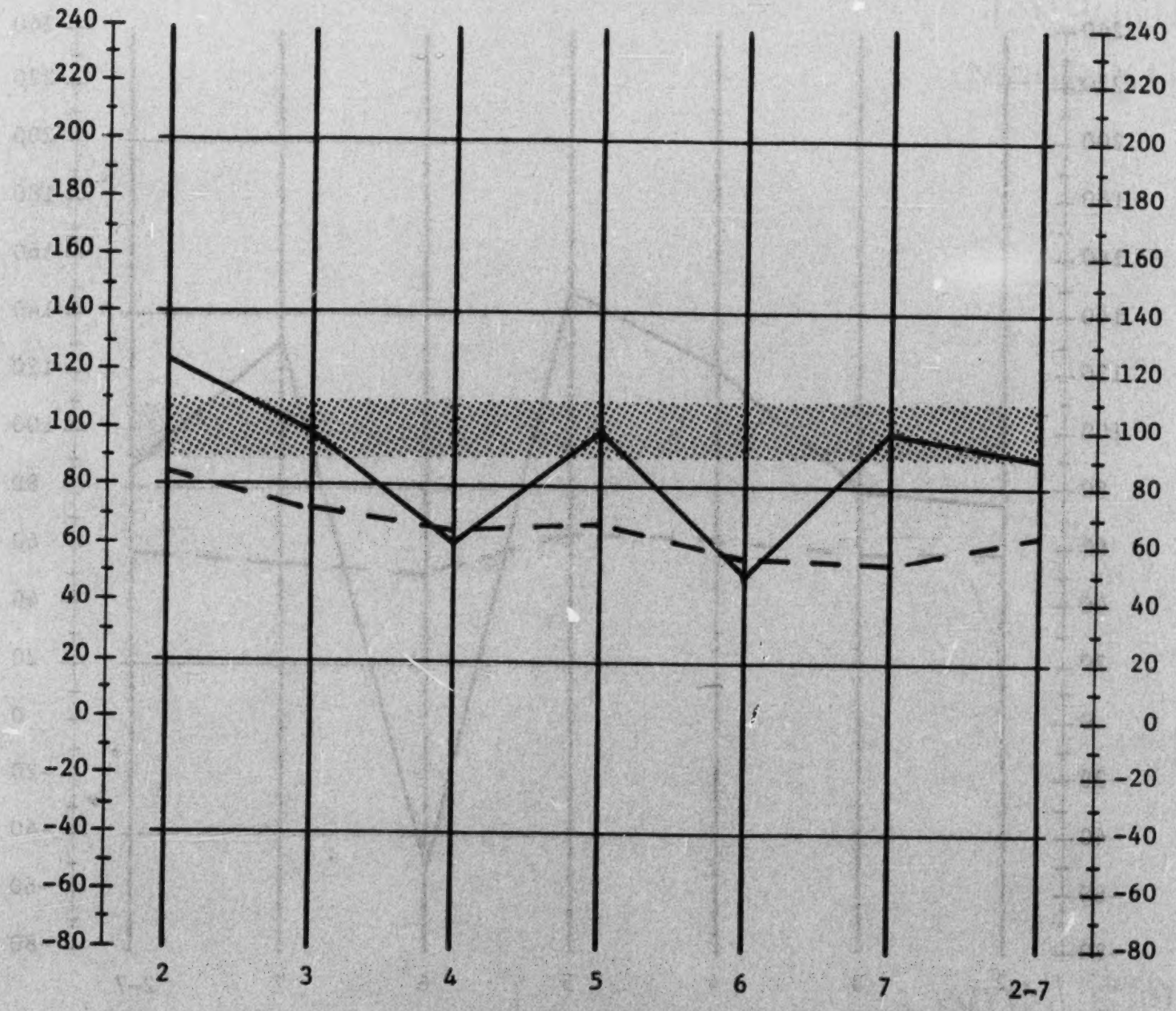
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	1	7	5	2	0	9	
Predicted	4	5	4	5	3	3	105
Grade level (April, 1971):							$0.27*
Actual	1.6	2.5	3.1	3.4	4.1	4.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	63
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

SLATER ELEMENTARY SCHOOL

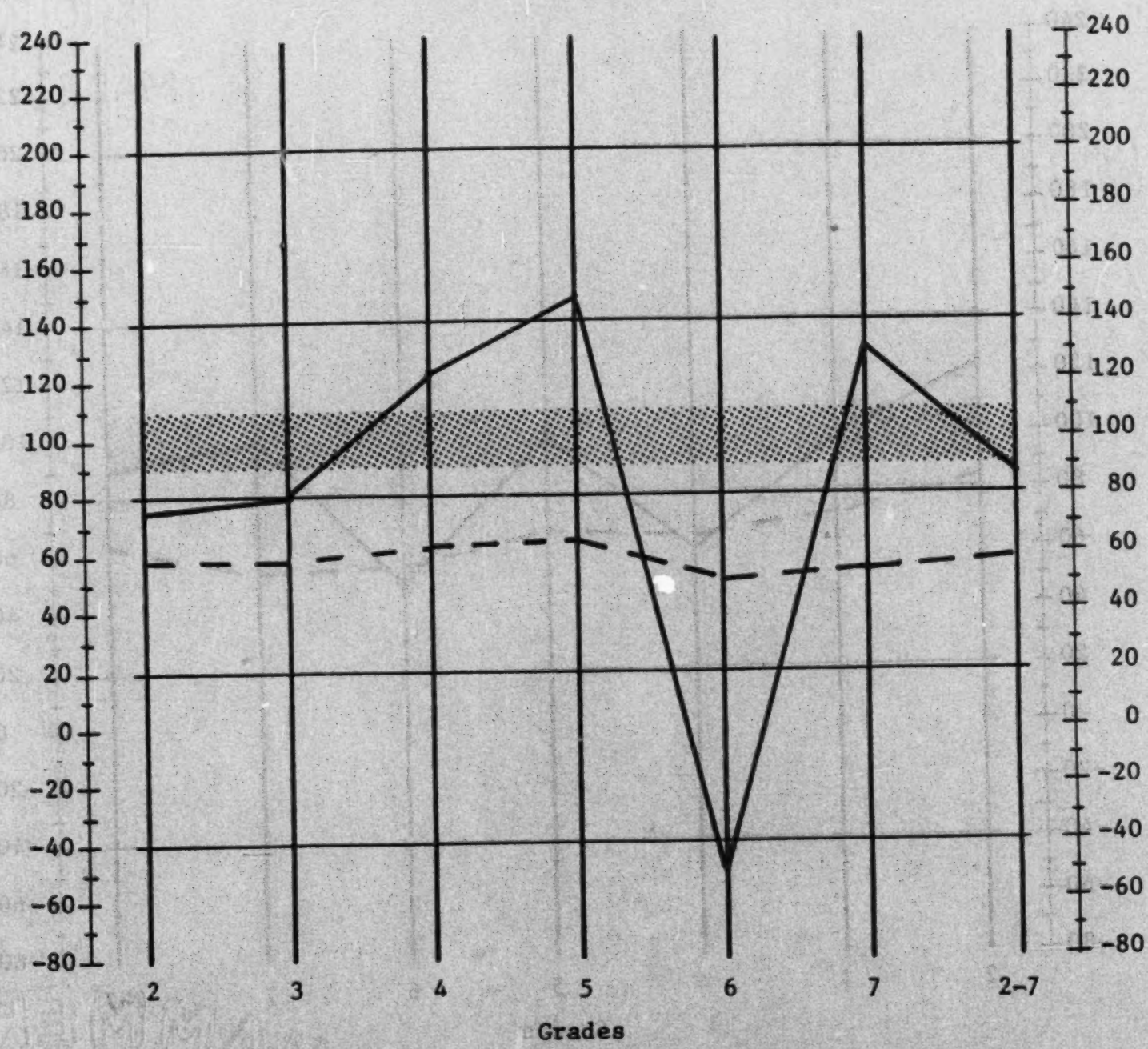


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	5	3	5	1	4	
Predicted	4	5	5	5	2	4	89
Grade level (April, 1971):							$0.82*
Actual	2.3	2.7	2.9	3.7	3.7	4.1	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	66
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

W. F. SLATON ELEMENTARY SCHOOL



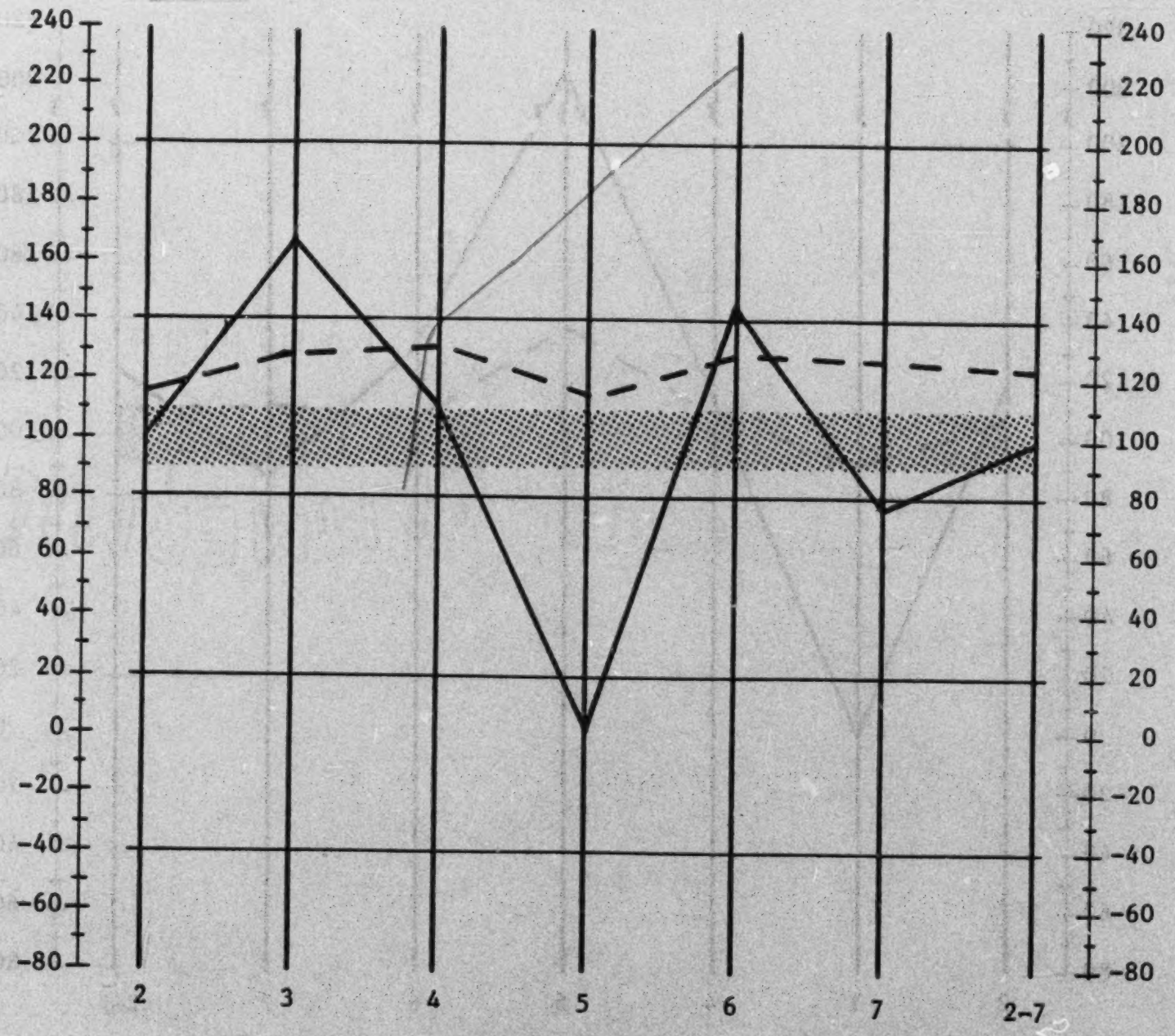
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	3	4	5	6	-1	4	
Predicted	4	5	4	4	2	3	86
							$1.41*
Grade level (April, 1971):							
Actual	1.6	2.2	2.9	3.6	3.6	4.3	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	59
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

S. R. SMITH ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

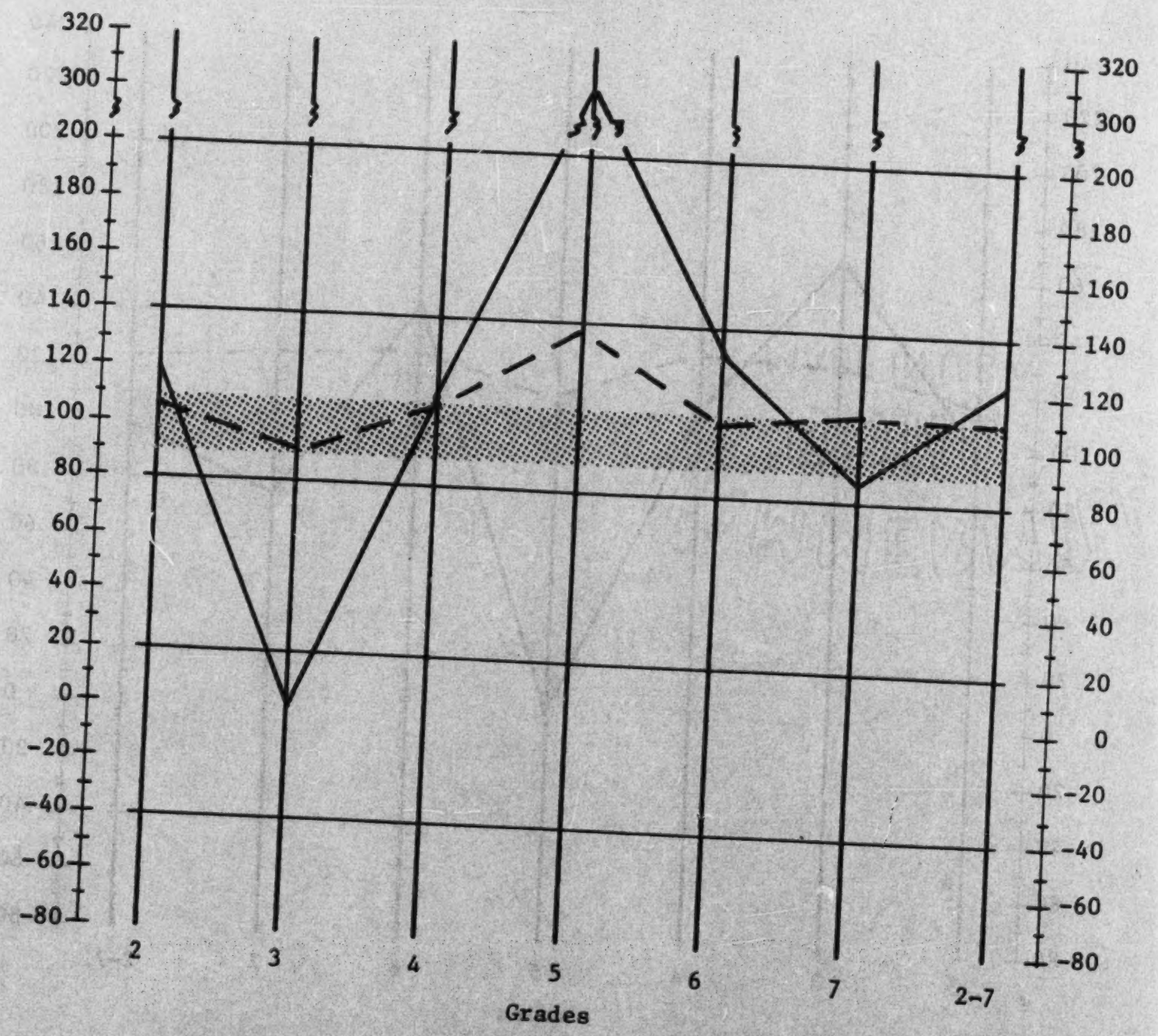
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	10	10	0	16	7	
Predicted	6	6	9	11	11	9	100
Grade level (April, 1971):							
Actual	3.1	4.7	6.2	6.5	8.6	9.8	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	124
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.00*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

SPRING ELEMENTARY SCHOOL



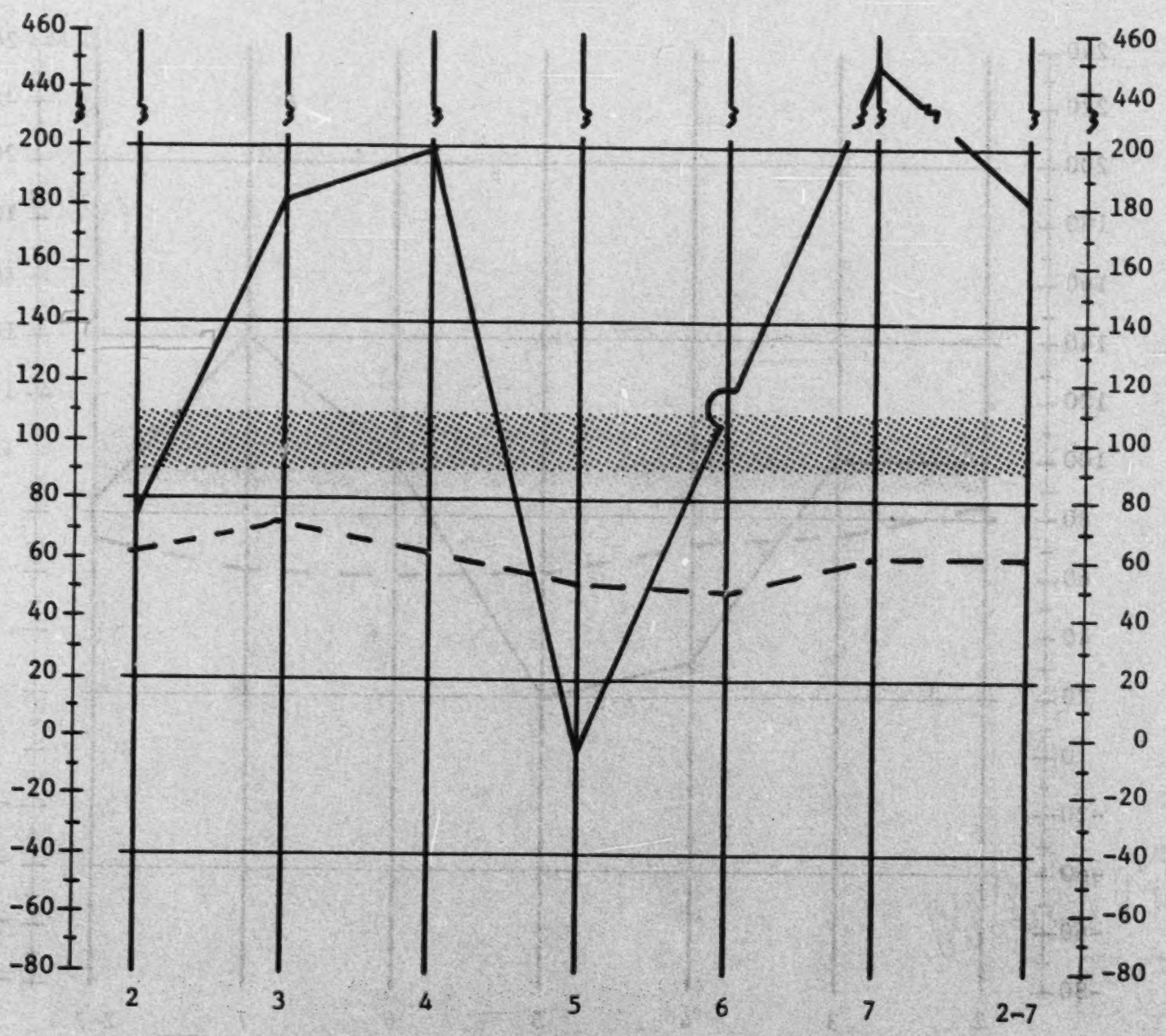
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	0	9	27	12	7	
Predicted	5	5	8	9	9	8	126
Grade level (April, 1971):							
Actual	2.9	3.4	5.2	7.9	7.2	8.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	111
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.02*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

D. H. STANTON ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

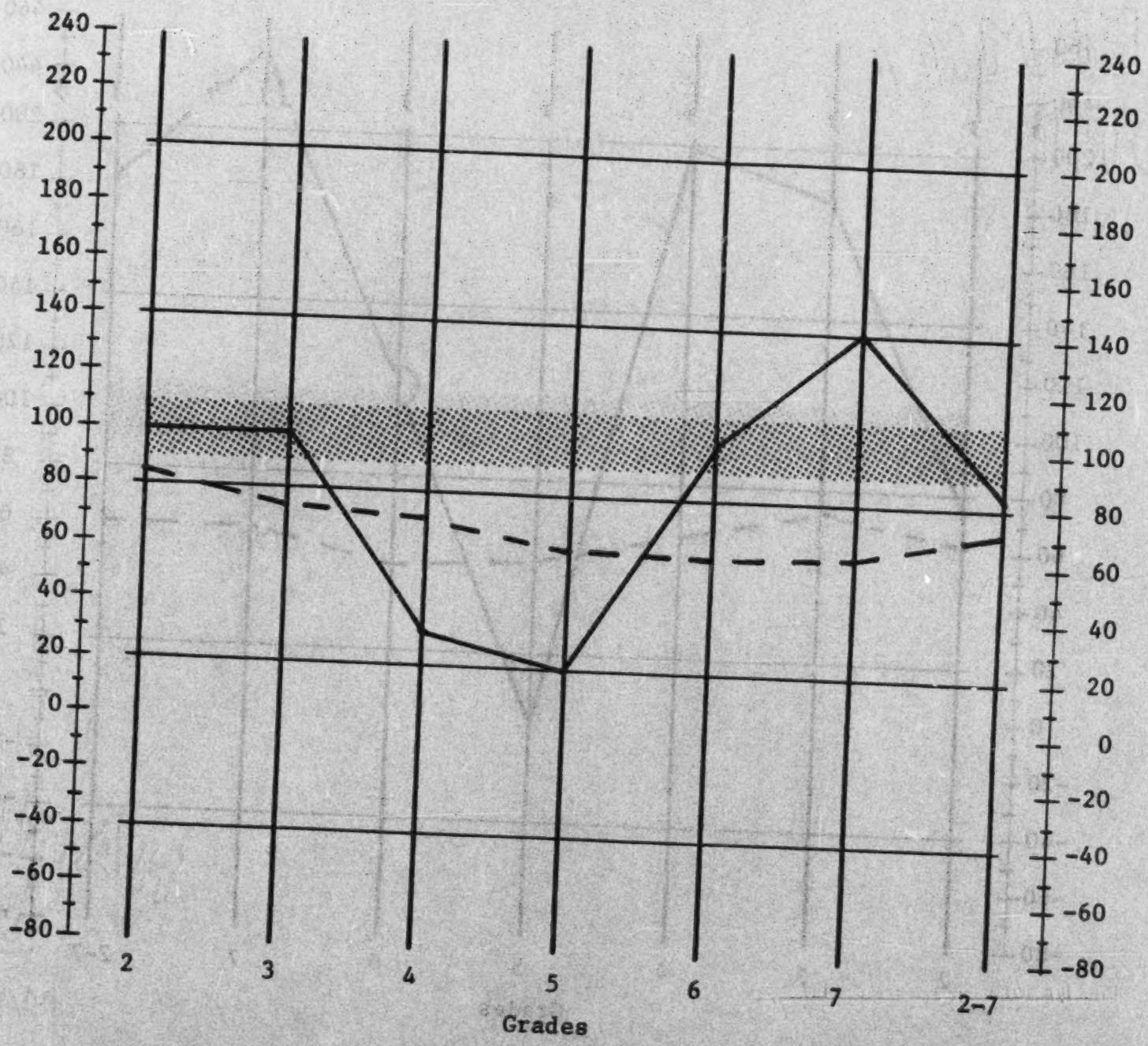
Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	3	9	6	0	-1	9	
Predicted	4	5	3	5	-1	2	181
Grade level (April, 1971):							$1.19*
Actual	1.7	2.7	3.1	3.2	3.6	4.8	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	62
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

FRANK STANTON ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

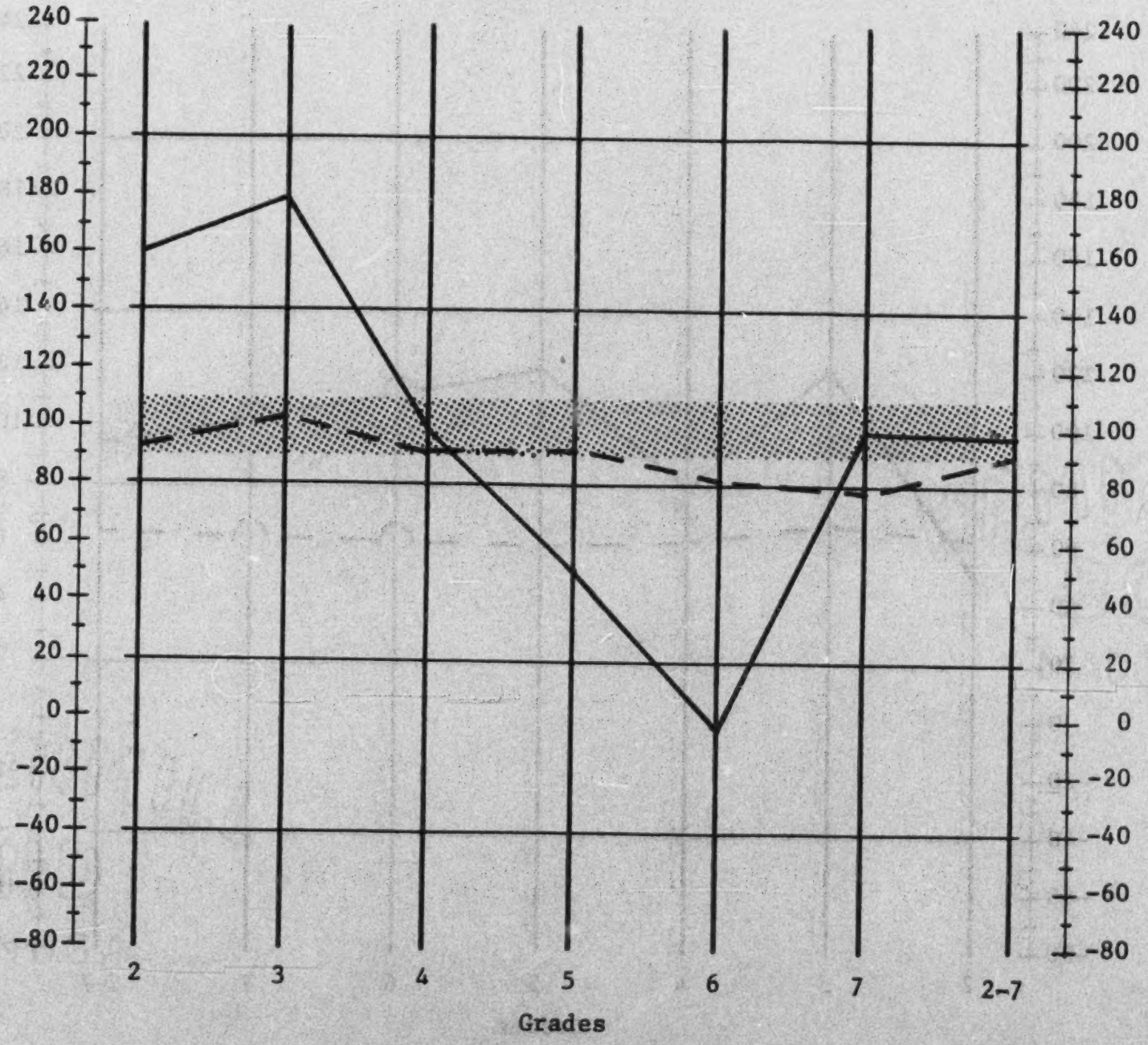
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	6	2	1	4	7	
Predicted	6	6	6	5	4	5	82
Grade level (April, 1971):							
Actual	2.3	2.8	3.4	3.7	4.3	5.0	$0.38*
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	71
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

SYLVAN HILLS ELEMENTARY SCHOOL



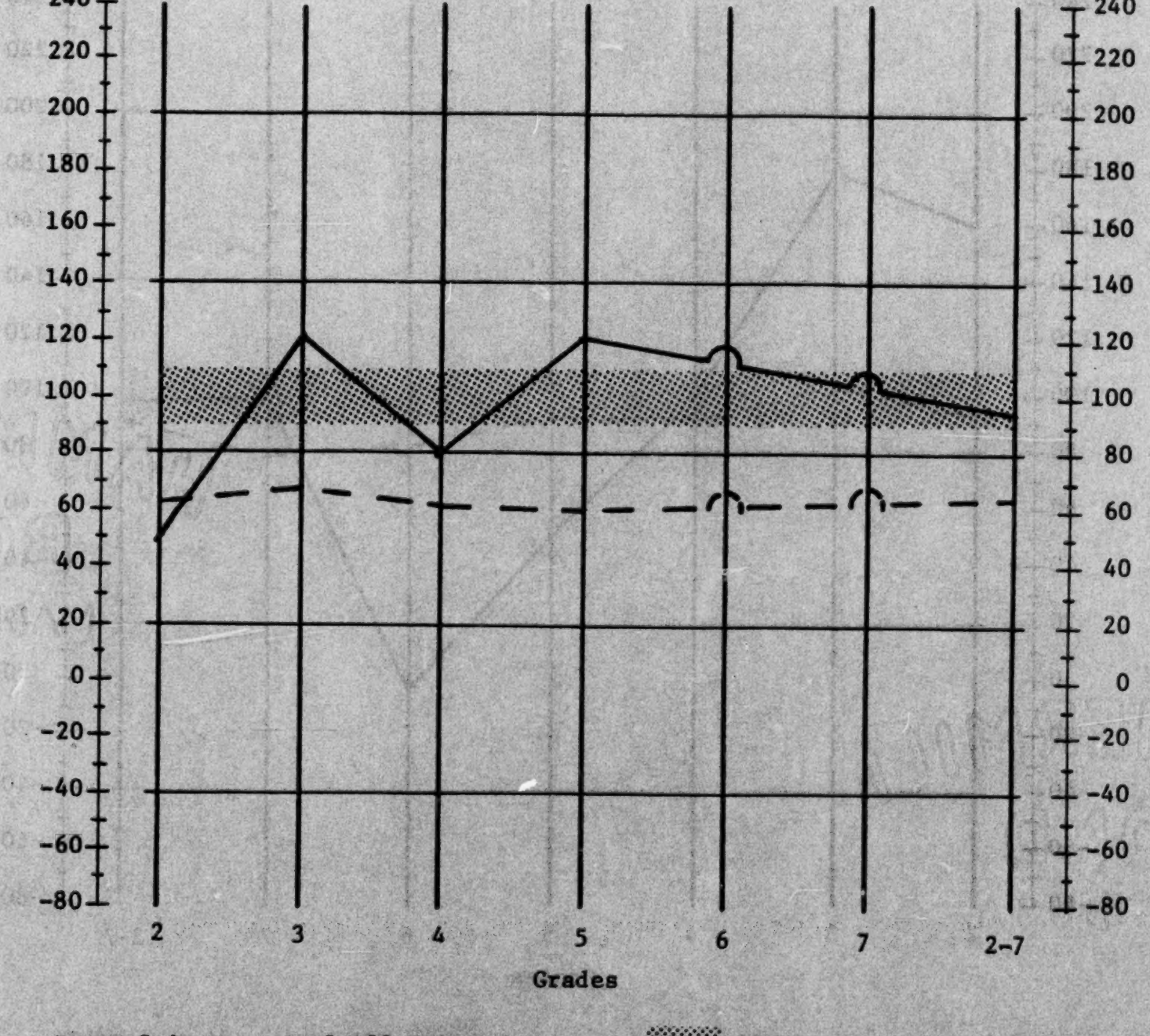
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	8	9	7	4	0	7		
Predicted	5	5	7	8	7	7	98	
Grade level (April, 1971):								$0.04*
Actual	2.5	3.9	4.3	5.2	5.4	5.9		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	90	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

TOOMER ELEMENTARY SCHOOL



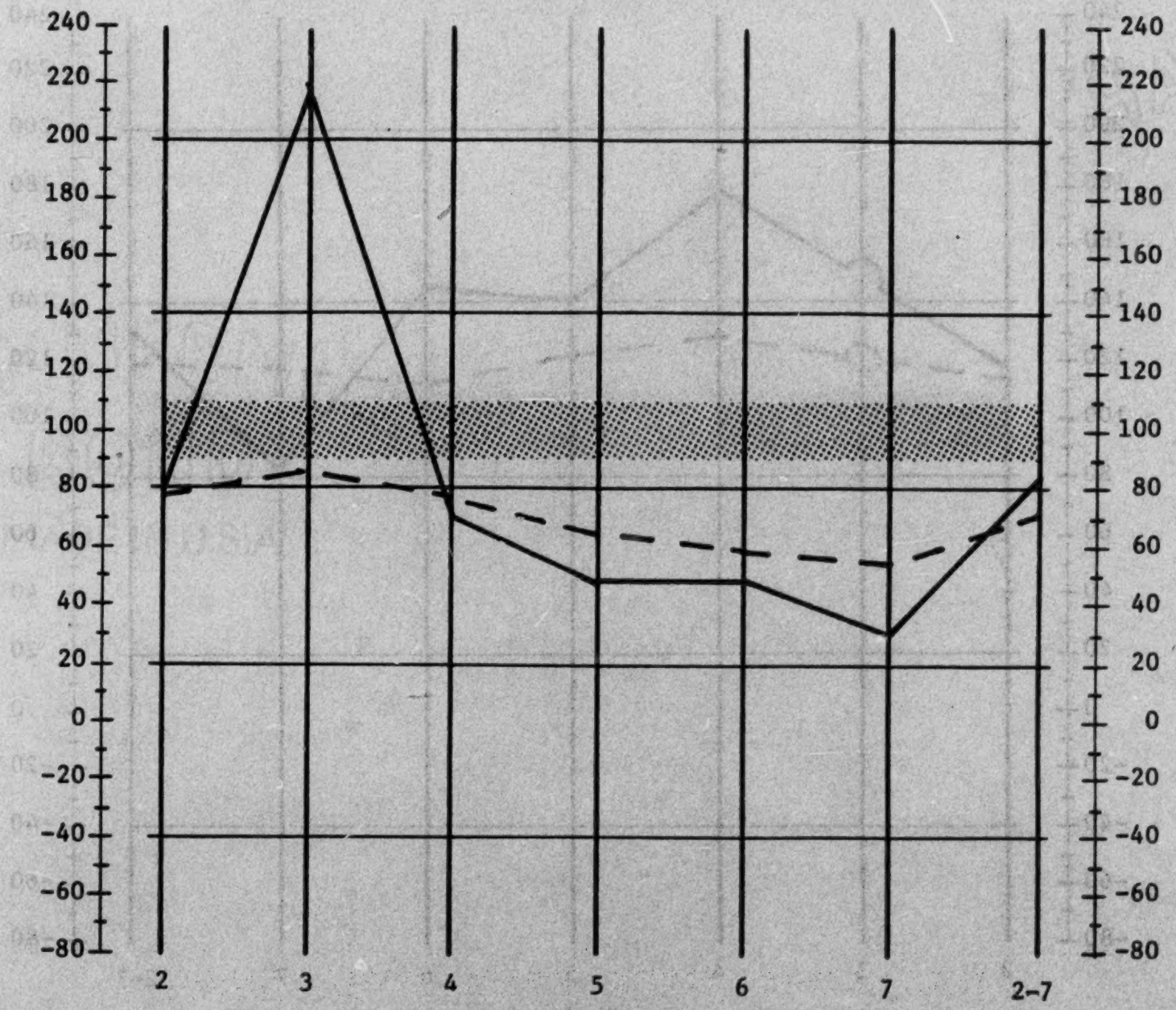
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	2	6	4	6	---	---	
Predicted	4	5	5	5	---	---	93
Grade level (April, 1971):							$1.05*
Actual	1.7	2.5	3.0	3.6	---	---	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	65
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

TOWNS ELEMENTARY SCHOOL



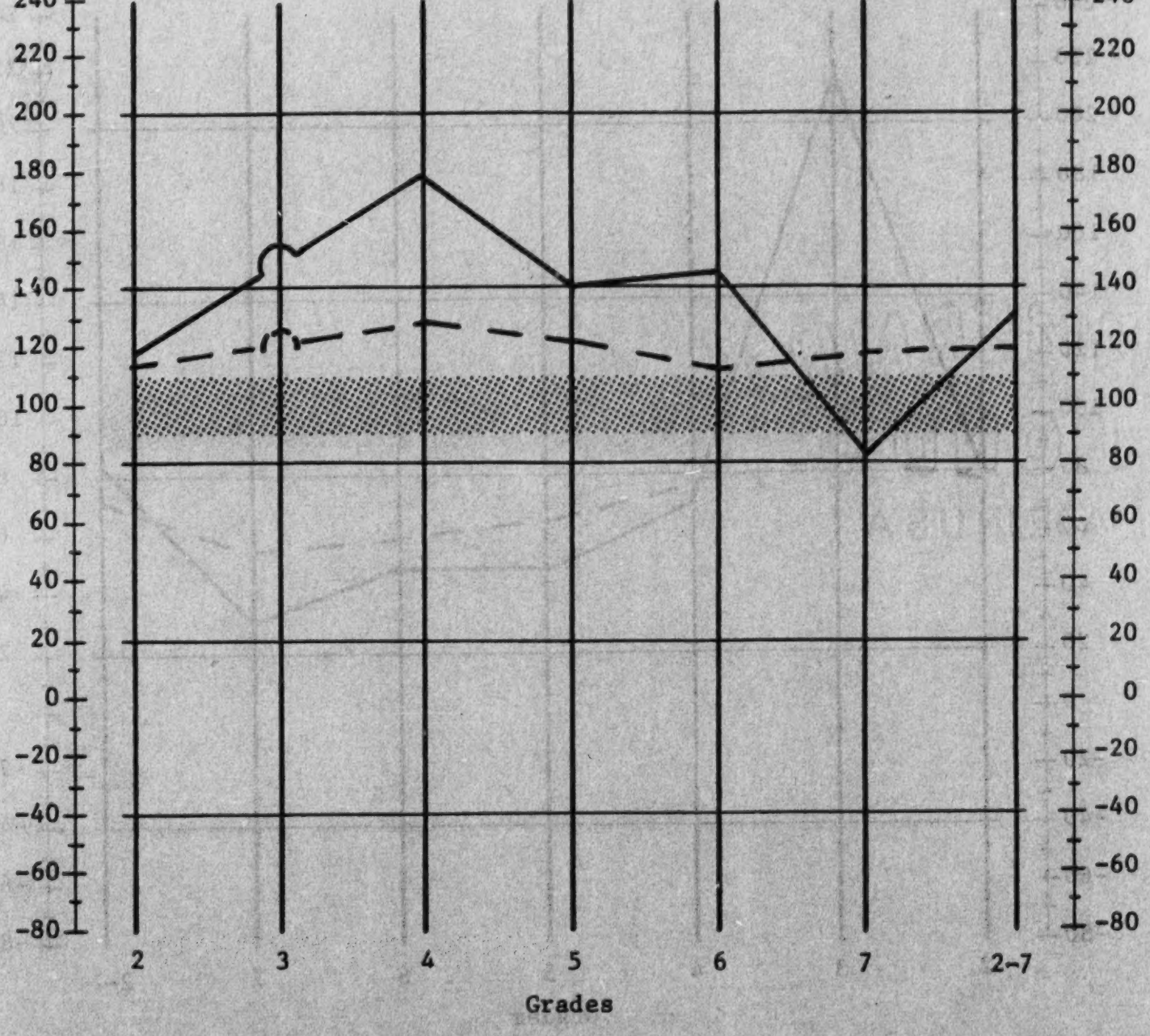
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	4	13	5	3	2	2		
Predicted	5	6	7	6	4	6	84	
Grade level (April, 1971):								$0.37*
Actual	2.1	3.2	3.6	3.9	4.1	4.3		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	71	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

TUXEDO ELEMENTARY SCHOOL

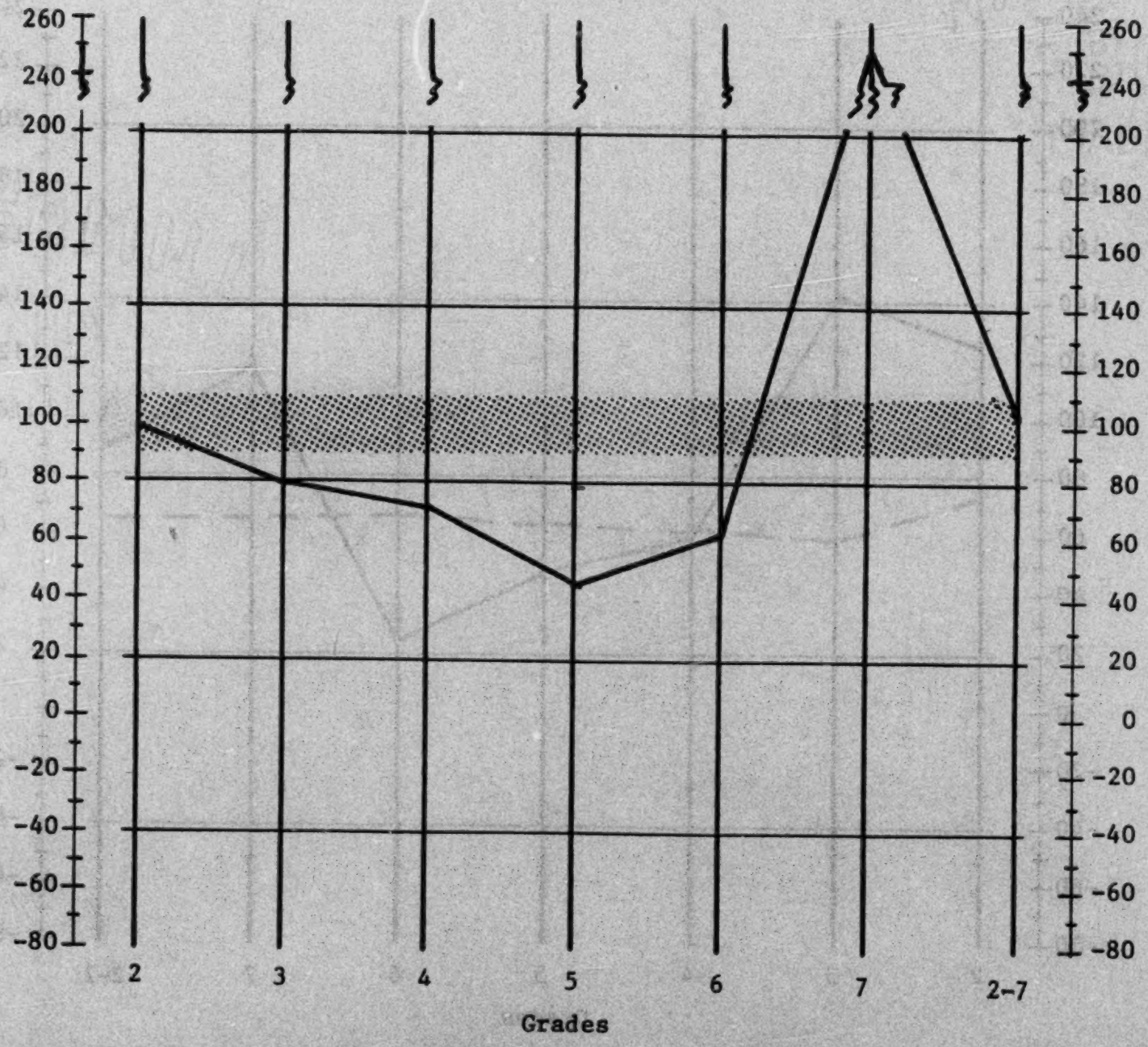


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	7	---	18	14	16	9	
Predicted	6	---	10	10	11	11	133
Grade level (April, 1971):							$0.01*
Actual	3.1	---	6.0	7.0	7.6	9.1	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	119
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

VENETIAN HILLS ELEMENTARY SCHOOL



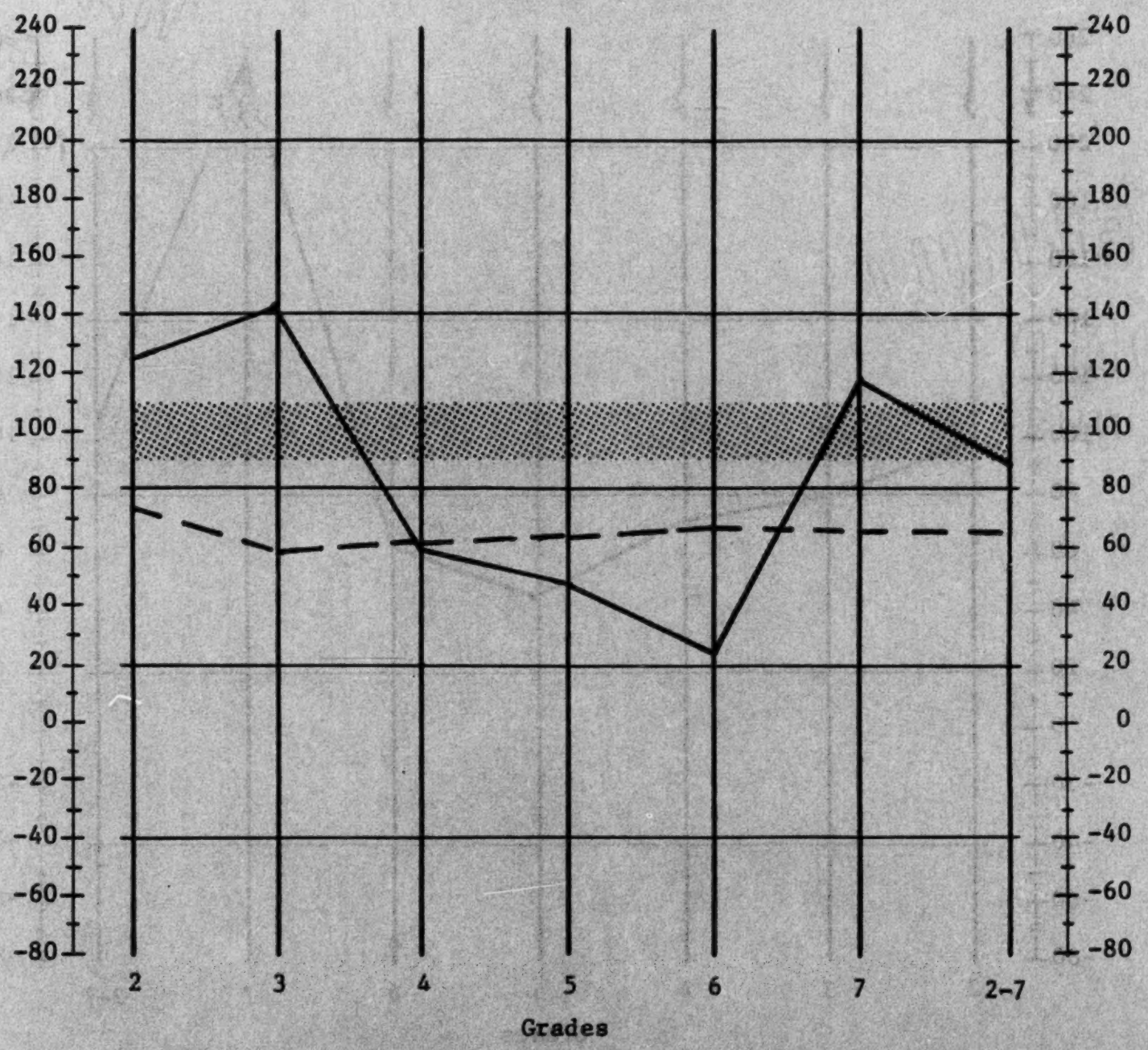
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	4	5	3	4	15	
Predicted	5	5	7	6	6	6	103
Grade level (April, 1971):							
Actual	2.6	3.3	4.3	4.6	5.4	7.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	89
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.04*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WALKER ELEMENTARY SCHOOL



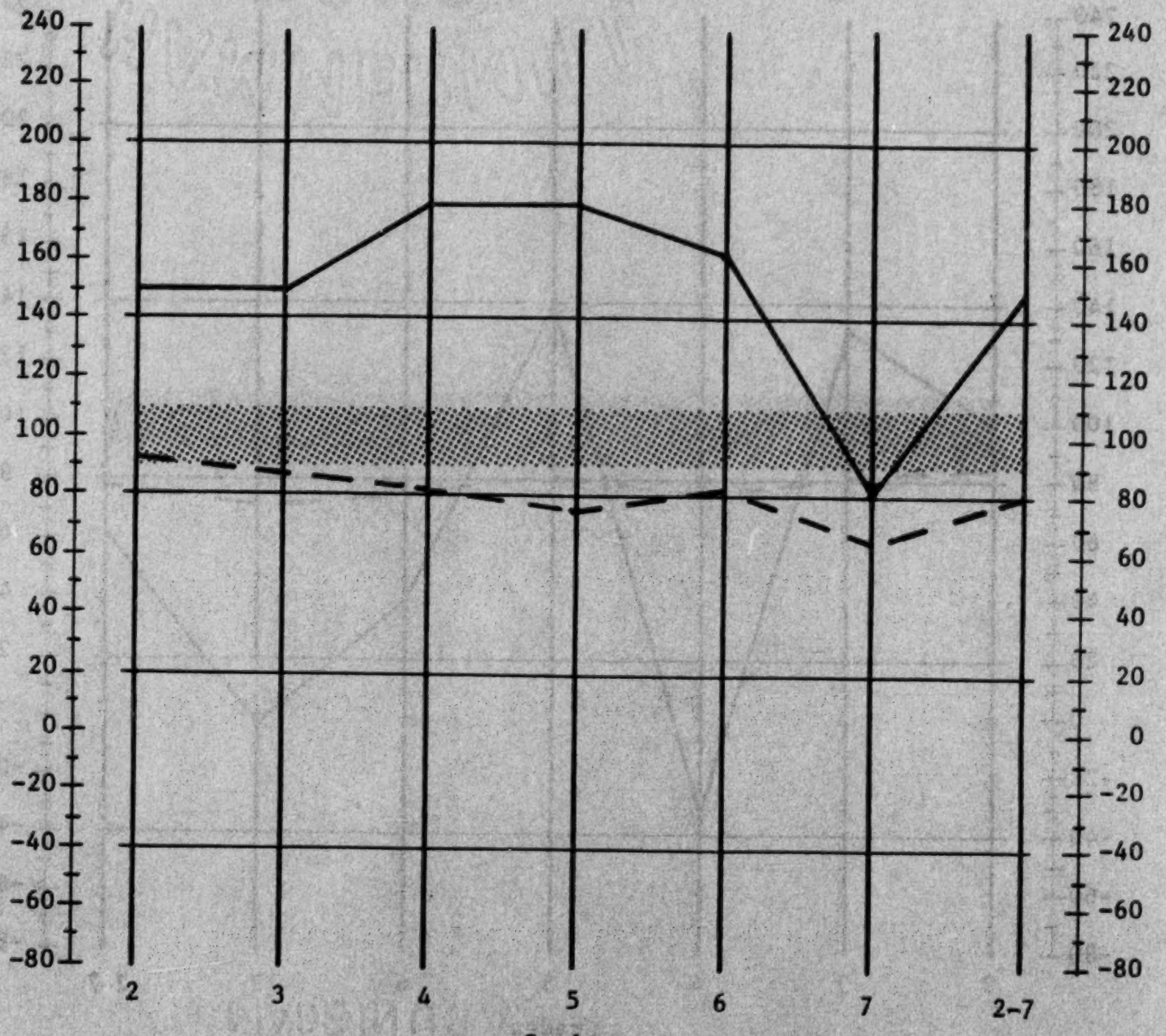
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	10	3	3	1	7	
Predicted	4	7	5	6	4	6	87
Grade level (April, 1971):							$1.03*
Actual	2.0	2.1	3.0	3.7	4.4	5.0	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	65
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WARE ELEMENTARY SCHOOL



Gain - rate of effectiveness

Index of attainment of acceptable level

Effective and acceptable level of performance

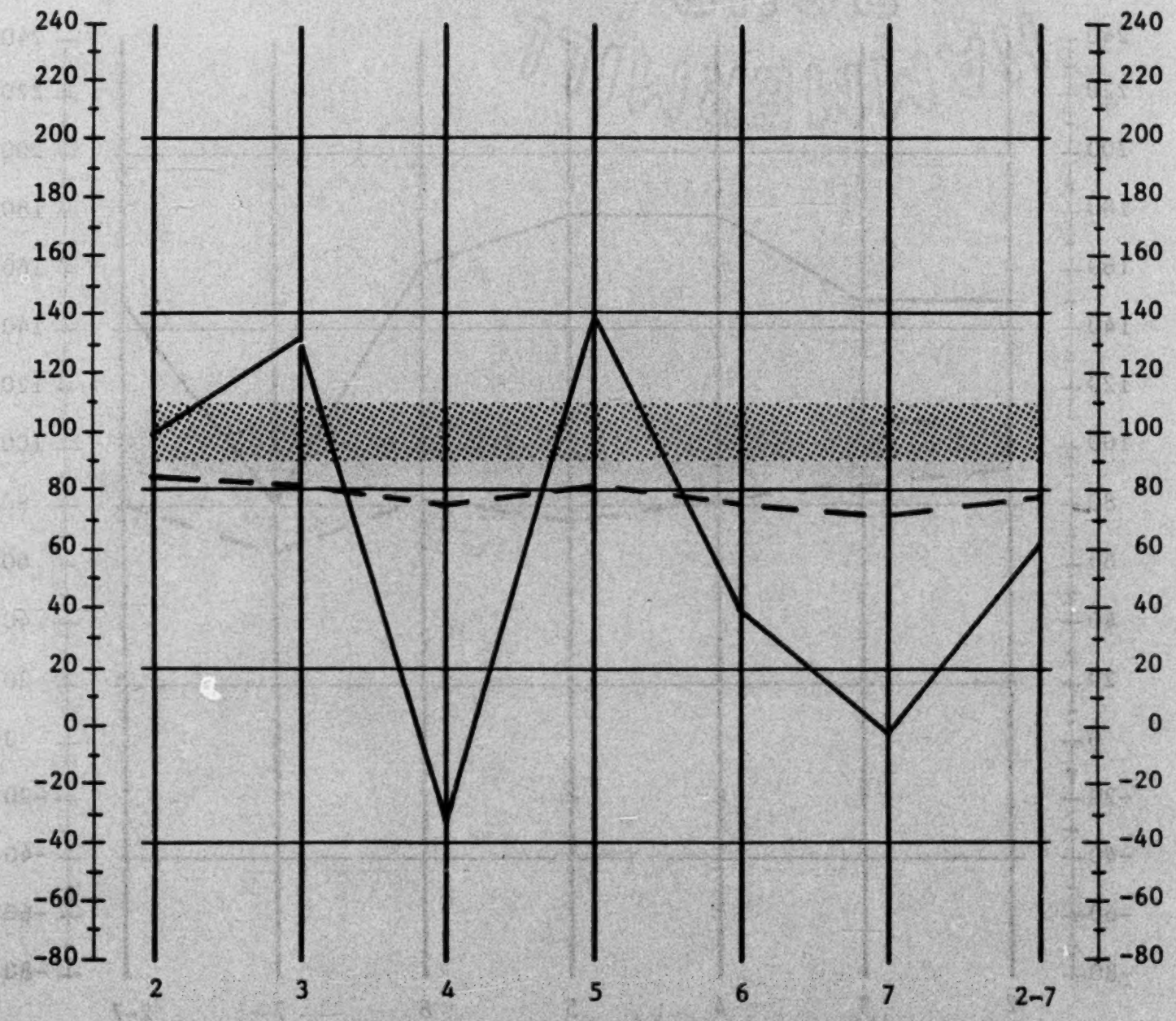
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	9	9	9	8	4	
Predicted	4	6	5	5	5	5	150
Grade level (April, 1971):							
Actual	2.5	3.2	3.8	4.3	5.4	5.0	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	80
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$1.66*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WATERS ELEMENTARY SCHOOL

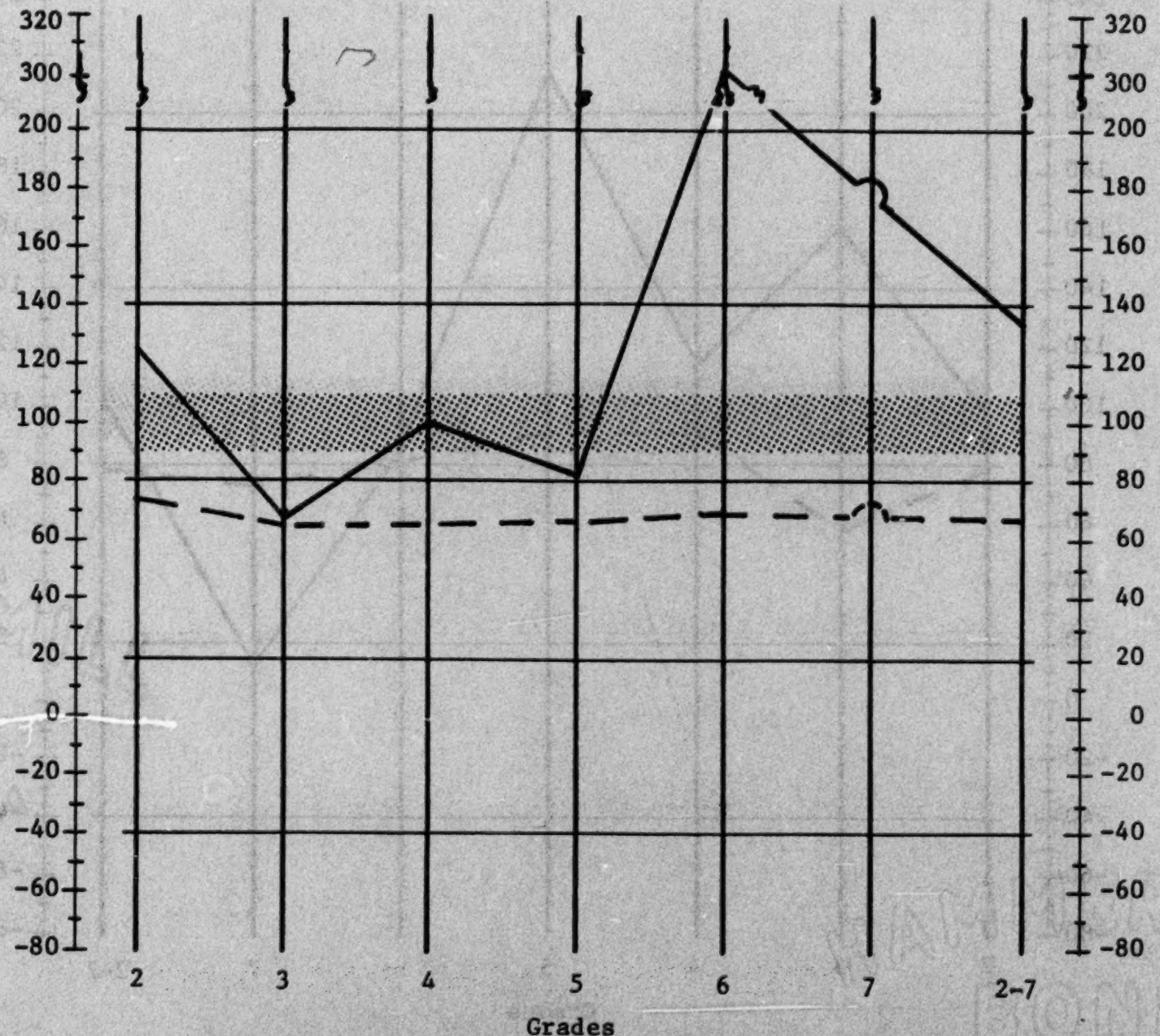


	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	4	-2	7	2	0	
Predicted	5	3	6	5	5	4	63
Grade level (April, 1971):							$0.01*
Actual	2.3	3.0	3.5	4.6	5.0	5.6	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	78
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WESLEY ELEMENTARY SCHOOL

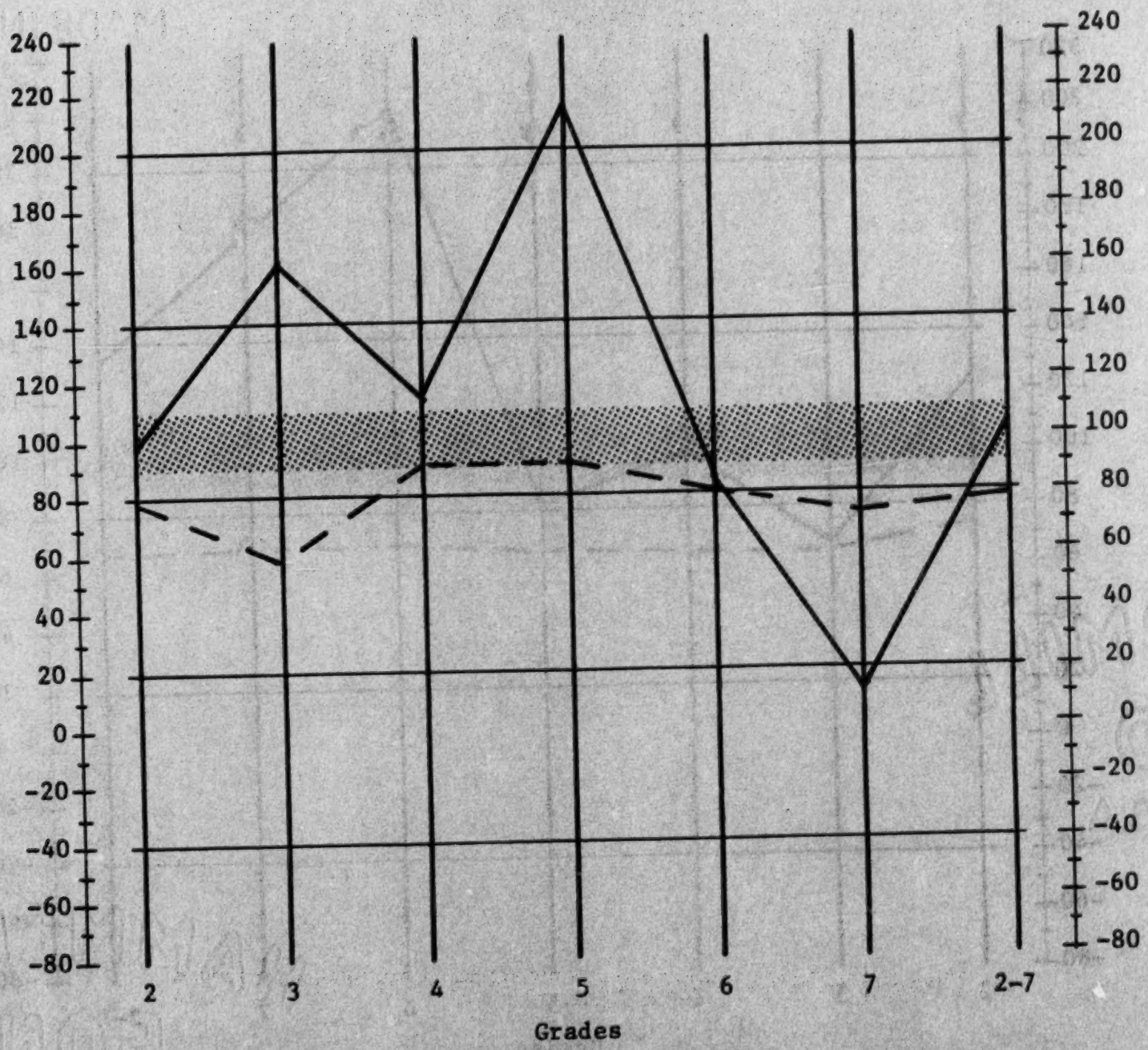


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	5	4	5	5	9	---		
Predicted	4	6	5	6	3	---	135	
Grade level (April, 1971):								$1.31*
Actual	2.0	2.4	3.1	3.9	4.8	---		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	69	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WEST ELEMENTARY SCHOOL



——— Gain - rate of effectiveness

– – – Index of attainment of acceptable level

▒▒▒ Effective and acceptable level of performance

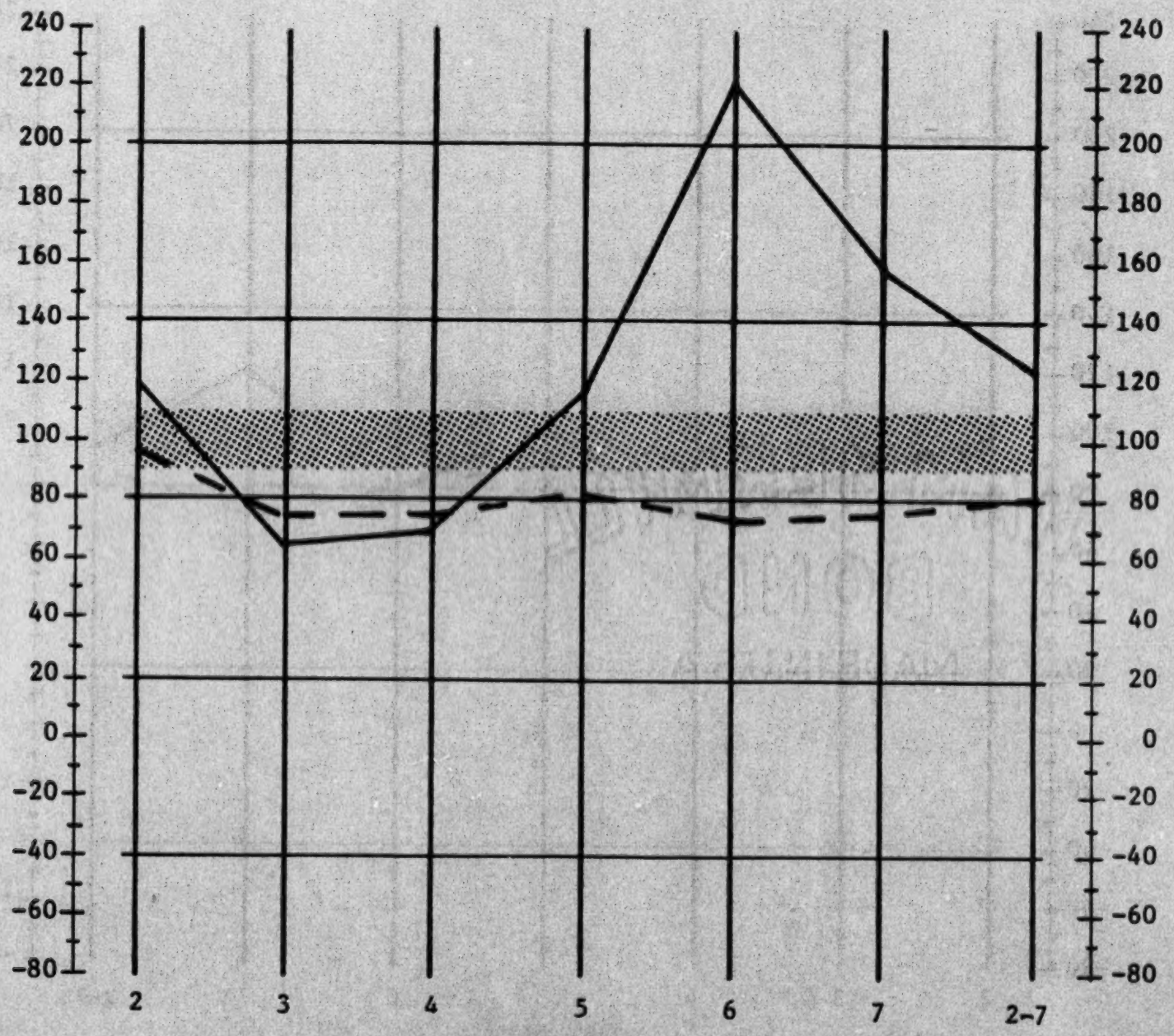
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	8	8	13	6	1	
Predicted	5	5	7	6	7	7	115
Grade level (April, 1971):							
Actual	2.1	2.1	4.3	5.2	5.4	5.7	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	79
(National Norm) System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.04*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WEST HAVEN ELEMENTARY SCHOOL



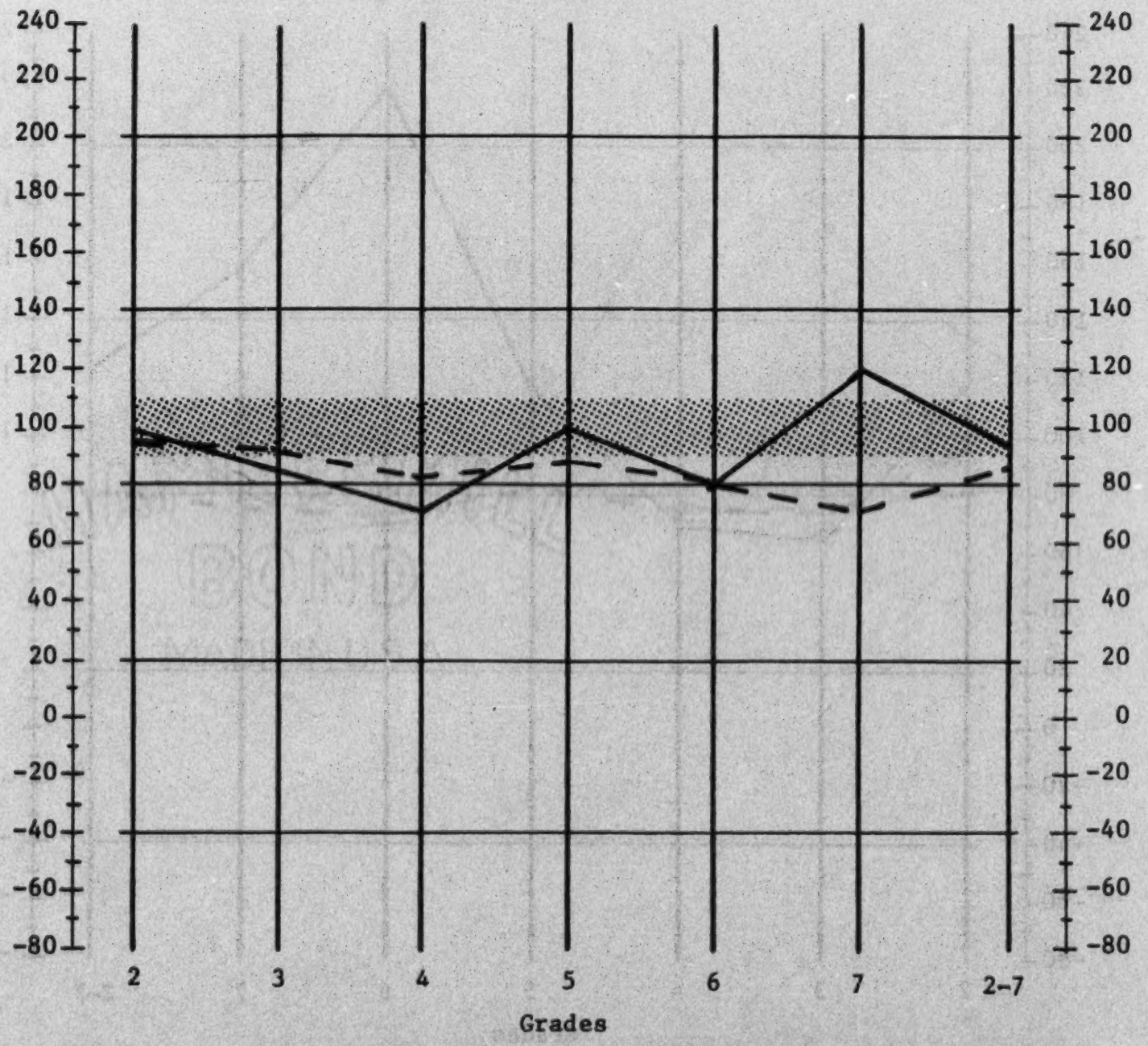
——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	6	4	5	7	11	11		
Predicted	5	6	7	6	5	7	125	
Grade level (April, 1971):								$0.00*
Actual	2.6	2.8	3.6	4.6	5.0	5.9		
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	80	
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WEST MANOR ELEMENTARY SCHOOL

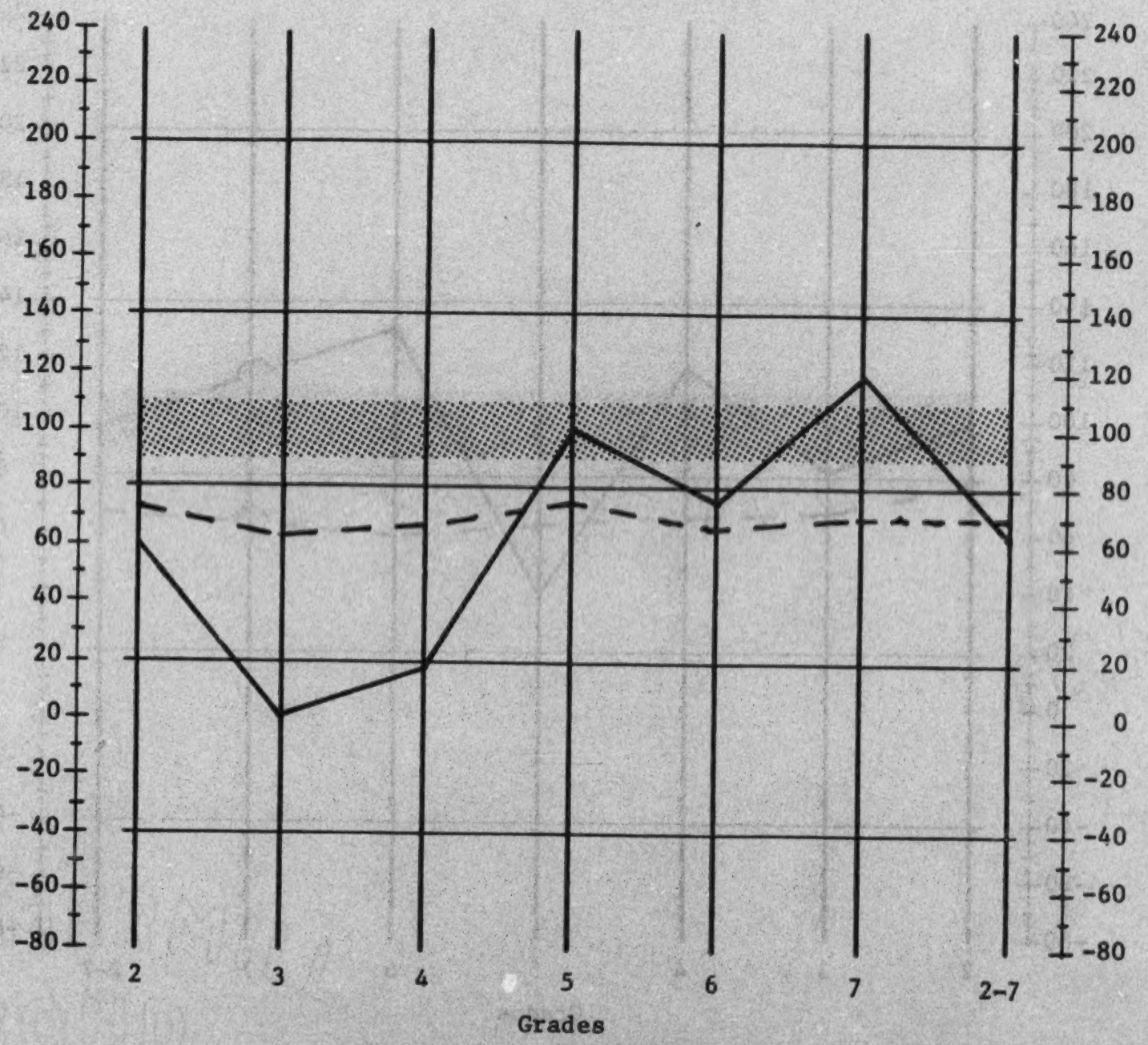


	Grades							
	2	3	4	5	6	7	2-7	
Number of months gained during a 6-month period:								
Actual	6	6	5	6	4	6		
Predicted	6	7	7	6	5	5	93	
Grade level (April, 1971):								$0.14*
Actual	2.6	3.4	3.9	5.0	5.4	5.4		
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	85	
(National Norm)								
System-wide	2.2	2.9	3.4	3.9	4.4	5.0		

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WALTER WHITE ELEMENTARY SCHOOL



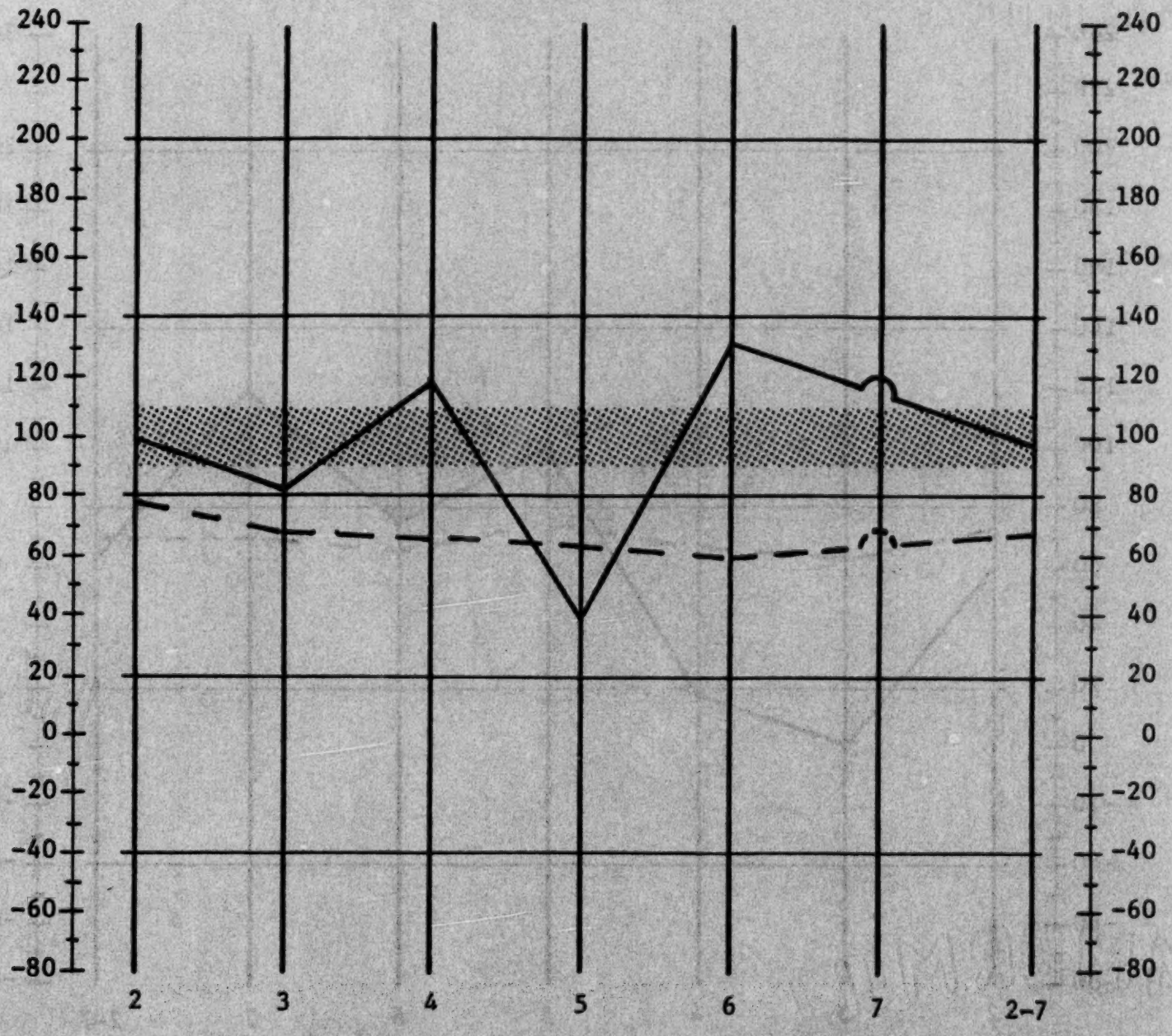
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	3	0	1	6	3	6	
Predicted	5	6	6	6	4	5	62
Grade level (April, 1971):							
Actual	2.0	2.3	3.0	4.3	4.4	5.2	
Acceptable (National Norm)	2.7	3.7	4.7	5.7	6.7	7.7	68
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.01*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WHITEFOORD ELEMENTARY SCHOOL



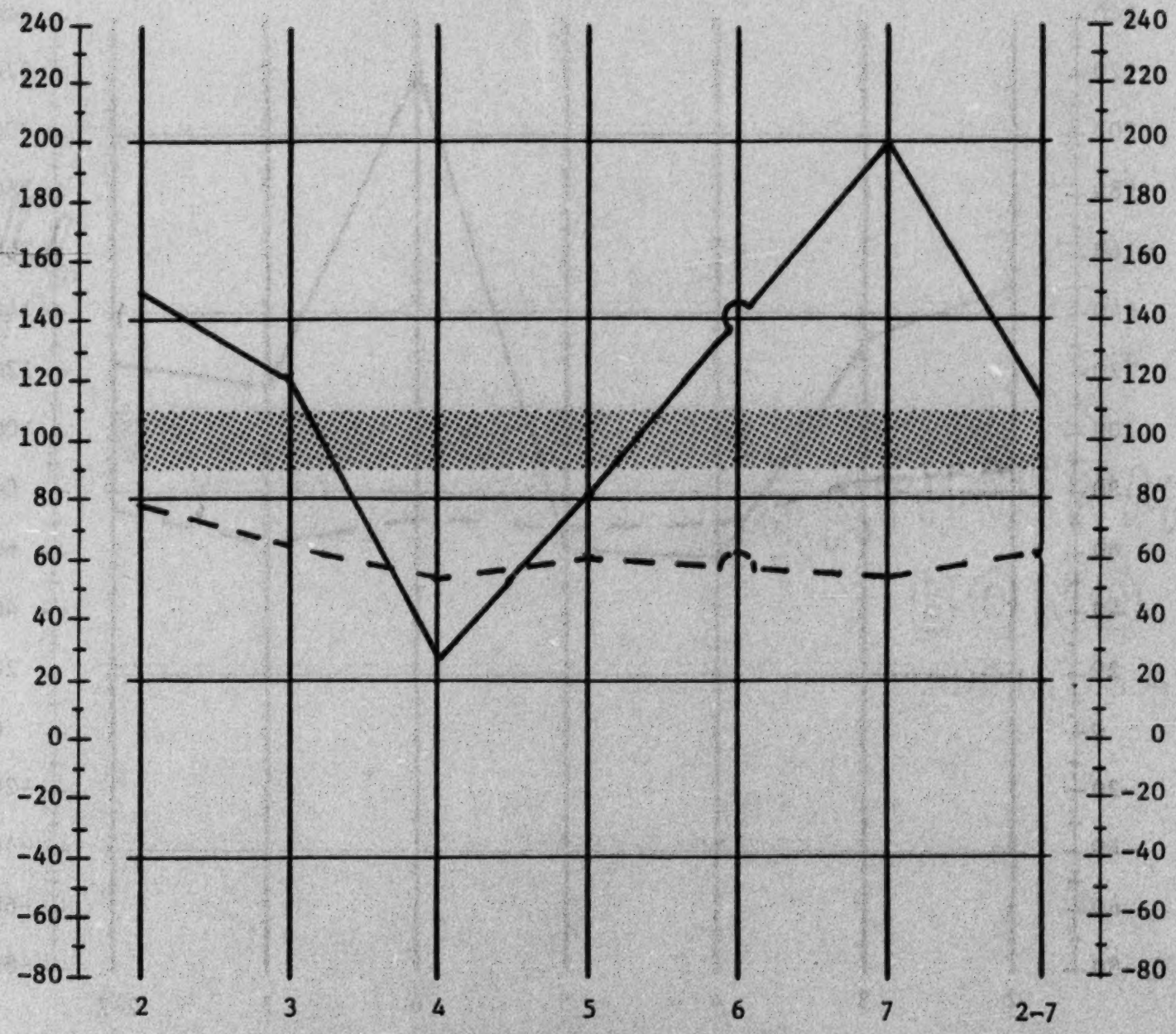
——— Gain - rate of effectiveness
– – – Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	5	5	6	2	4	—	
Predicted	5	6	5	5	3	—	95
Grade level (April, 1971):							$0.28*
Actual	2.1	2.5	3.1	3.6	4.1	—	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	67
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

A. D. WILLIAMS ELEMENTARY SCHOOL



——— Gain - rate of effectiveness
- - - Index of attainment of acceptable level
▒▒▒ Effective and acceptable level of performance

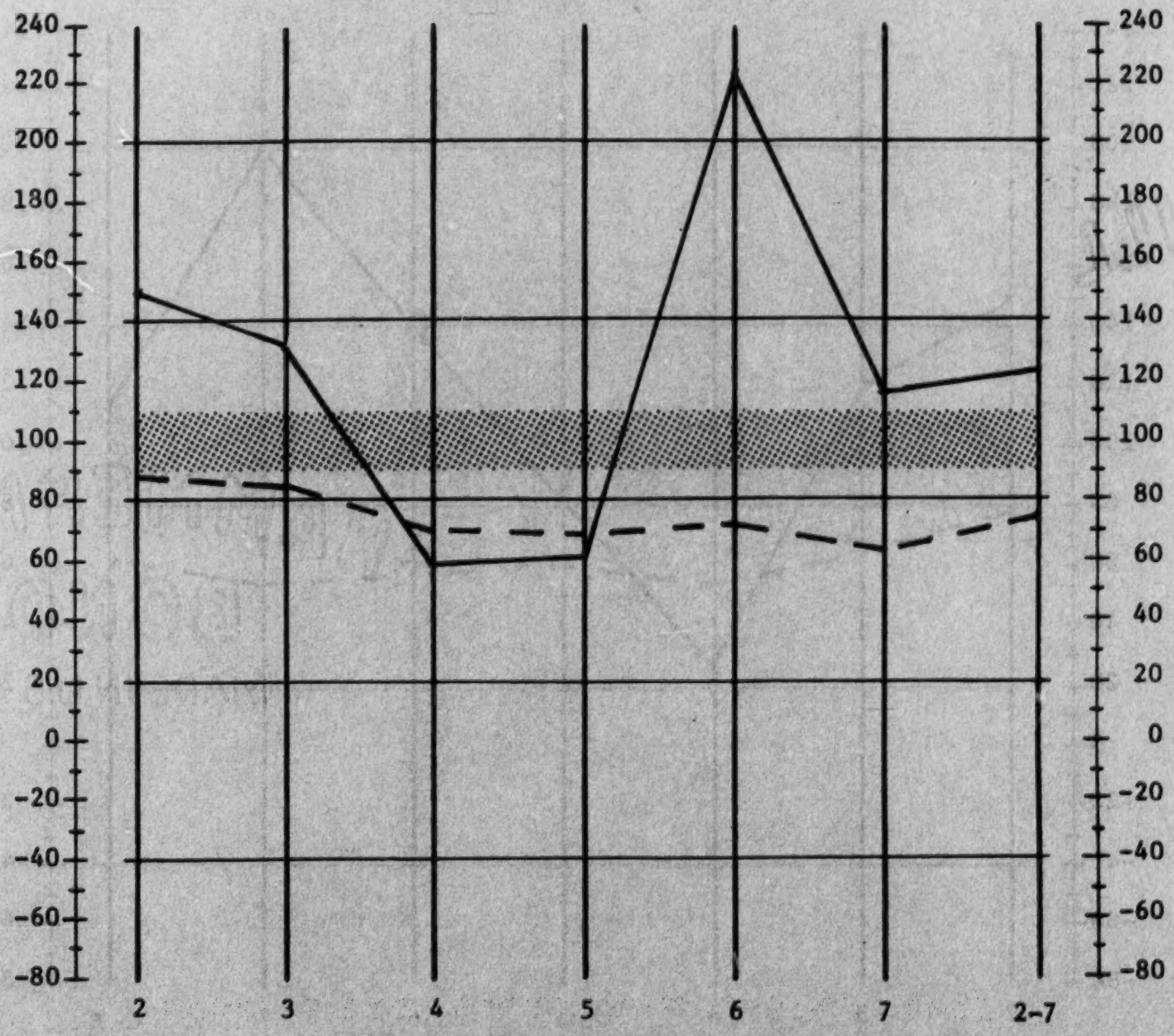
	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	6	6	1	4	---	6	
Predicted	4	5	4	5	---	3	115
Grade level (April, 1971):							
Actual	2.1	2.4	2.5	3.4	---	4.3	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	62
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

$0.67*

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.

Profile of Effectiveness and Acceptability of the Reading Program, 1970-71

WRIGHT ELEMENTARY SCHOOL



	Grades						
	2	3	4	5	6	7	2-7
Number of months gained during a 6-month period:							
Actual	9	8	4	3	9	7	
Predicted	6	6	7	5	4	6	124
Grade level (April, 1971):							$0.01*
Actual	2.4	3.1	3.3	3.9	4.8	5.0	
Acceptable	2.7	3.7	4.7	5.7	6.7	7.7	75
(National Norm)							
System-wide	2.2	2.9	3.4	3.9	4.4	5.0	

*Expenditure (per A.D.A.) of compensatory programs for each unit of effectiveness.